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In planning a program, school and community needs must be recognized; administrators, selected; and a step-by-step program for trainees, evolved. Objectives established should (1) develop an understanding of the philosophy of the elementary school, (2) acquaint aides with the assigned classroom schedule, and (3) develop an awareness of qualifications and responsibilities relevant to practical assistance in the classroom. This manual contains chapters devoted to classroom techniques, tips on bulletin boards, a guide to operating audiovisual equipment, a section on activities (games, music, finger play, and physical education), and chapters on aides' assistance in the library and in art, language arts, and math programs. (DO)

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SUPPLEMENTARY MATERIALS
FOR
TEACHER AIDE TRAINING PROGRAMS

To Supplement the Publication
Teacher Aides: Handbook for
Instructors and Administrators

Jack C. Ferver and Doris M. Cook, Editors
Center for Extension Programs in Education
University Extension
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INTRODUCTION

The supplementary materials found in this publication were handouts used in the pilot aide training program, conducted in the Racine and Madison schools with the assistance of the Upper Midwest Regional Educational Laboratory. The editors recognize the amount of effort extended by the various instructors to provide not only the materials but also the excellent demonstrations and guides on how to use them correctly and efficiently.

The enclosed materials are organized to follow the sequence and order of the publication, Teacher Aides: A Handbook for Trainers and Administrators, published by the Center for Extension Programs in Education at The University of Wisconsin with assistance from UMREL. The size of the print and the page eliminates any need to retype. Reproductions can be made right from the copy.

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ORIENTATION

A well organized personalized orientation session is obviously essential to any teacher aide training program. This session will give the aide an attitude of what is expected of him, how he is viewed by the teaching staff, and why he is needed. For you, in planning an orientation session, it must also be decided for what specific classroom functions the aides are to be trained and with whom they will work. Therefore the first steps in planning the entire program and specifically this session should be: (1) to ascertain what school and community needs are to be met by the training program; (2) to determine who will employ the trainees after or during the course; and (3) to estimate how the trainees are to advance step by step in a new career line.

The answers to these questions will in part determine what you will include in your orientation. Objectives should be established to (1) develop an understanding of the philosophy of the elementary school; (2) to help acquaint the aides with the specific classroom, schedule, etc., where they will be assigned; (3) to develop an awareness of personal qualifications and responsibilities that will be of immediate practical assistance.

To give you a head start on your thinking, each point will now be discussed briefly:

The philosophy of many school systems includes the idea of individualized learning, of molding unique personalities through individualized help and attention. The teacher aide can relieve the teacher from having to rely too heavily on impersonal mechanical aids to educate. Help the aides see how they fit into the school system's philosophy of education. Help them to realize that they will become a definite part of the system as a whole.

At this time it might be wise to let them know how professional people view their role. Non-professionals among professionals may feel sensitive about their standing. Quotations are easy to find, but here is a good example by Senator Gaylord Nelson who is currently helping to pass a National Teacher Aide Program (S. 721), "The national trend which produced a teacher shortage of 72,500 at the beginning of this school year must be reversed. New teachers must be retained. The use of teacher aides is one positive step in that direction." He has also stated, "Teachers are alone among professional people in the volume of nonprofessional work they are required to do . . . the teacher's job has become loaded down with nonteaching duties."

Another part of orientation, a second phase, is more specific than the first. A second phase of orientation concerns orienting the aide to his specific school, schedule, classroom. So it is essential to take time out in the beginning to acquaint the aide with the physical building. This should not be a rushed trip but rather leisurely so that the aide will feel free to ask questions. Acquaint him with the location of the room in relationship to the offices, nurse's station, lavatories, custodian's room, teachers' lounges, gym, art and music rooms. Show him where the films, projectors, tape recorders, etc., are kept. Also take plenty of time to go thoroughly through the room itself--where library books are kept, bulletin board supply, etc. This is an excellent time for the aide and teacher to get acquainted.

The last and final objective mentioned above was to make the aide become aware of personal responsibilities and attitudes. It might be well to have an experienced aide and an experienced teacher explain how they feel.

These might include:

a) To appear neat in manner and dress in the school.
b) To cooperate with teachers and other staff members.
c) To show enthusiasm for the work and for children.
d) To show interest in children by talking and listening to them.
e) To remain loyal to the teacher, school, and pupils.

ORIENTATION SUGGESTIONS TO AIDES

1. Be a member of the team in spirit as well as in name.

    a. Keep unity of approach in working with children--your teacher is the key. Follow his lead.

    b. Build up the teacher in the eyes of the children. He must come first in their thinking; and you are his helper.

2. The school attempts to help the child grow independently as well as in knowledge. "You can be proud of that work" rather than, "I am very proud of you."

3. A neat manner and dress echo high expectations and caring.

4. Breed enthusiasm for learning.

5. Maintain an attitude of encouragement with the child. Everyone needs to feel successful.

6. Treat all information about the school, teachers, children, and their families in the strictest of confidence.

7. Cooperate with the staff and your teacher.

WORKING WITH CHILDREN

A. There are a variety of personalities in the classroom. Below are a few factors which might be useful in explaining to the aides about children.

1. For many this is the first time they have been separated from their mothers for all day almost every day. This plays an important factor in what they are going to do.
2. Again for the first time the youngsters are faced with a new adult and they must obey. This new adult is probably a woman. His mother, being a woman, an adult, probably resembles the teacher--the child will react to her like he has to other women. He will treat the teacher like he treats his mother. What preschool experience and training he has had will count.
3. He is now required to do certain things at certain times by this new adult when he does not want to. He must sit down and listen to a story when he would rather put a puzzle together. Having to do something that is not his choice will probably become his number one frustration.
4. This is the first time to mix with 30 or more age-mates daily. Some he may not like. But he will have to learn new behaviors to survive.
5. In all probability his teacher will have middle class standards--neatness, obedience, cooperativeness, etc. Some students will obviously have an easier time to adjust to this than others. To explain further:

a. Middle class people have a high regard for education. They feel it is the indirect means to wealth, satisfaction and contribution to the world. The lower class child does not usually see his parents possessing such an attitude. Nor does he see them engaged in the intellectual activities the middle class child does. So the lower class child has a different attitude probably than the teacher.

b. The lower class child probably does not have the pattern of the middle class child whose uncle is a lawyer and father is an accountant, etc.

c. Because of the attitude and the home pattern the lower class child is not "in" if he enjoys school, makes good grades, and behaves.

d. Most tests are geared to mid and upper class language skills. The lower class really doesn't have a fair chance on them.

From this list it is easy to see why some students will have an easier time adjusting to a middle class teacher.

6. The anxieties of each child are different. Sometimes they can motivate to learn. Sometimes they are so extreme, the fear of failure is so great that the child develops a block and quits trying. This is a type of protection.

7. People think differently. Watch a group of children solve a problem. They will start at different places. New math is now more interested in learning to think than in learning the rules. So this thinking in different ways is important and a lot of people are working on it.

8. Family influences are each different. Some families have too much control; that is, they are over-indulgent, over-protective, and/or domineering. Other incidences may be too little control,

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leaving the child wild with no attachment to his family. Broken homes are another problem still. The child needs to identify with the parent of the same sex--an adult of the same sex is better-than-nothing substitute. A good family climate where the child is accepted as one of the family provides security and control, and encourages participation.

9. The older the child gets, the more combinations of previous experiences in classrooms he will have had. Were the classrooms subject-oriented or child-oriented? Was the previous school high academically?

B. What aides can do to cope with all these different personalities.

1. Don't come to any conclusion about a child until you have given all of these points some thought. Make any judgment tentative.
2. Like the child for his good and bad points. To be a teacher's aide you must like all kinds of children, you know; you will have to like the clean and the dirty. This is very important for at this time he is learning about himself--who he is.
3. If a child learns he's a naughty boy, he will grow up thinking that he is.

   Many times children who have a very very low self-concept will not make errors--but this is a high price.
4. A teacher aide can help by listening to a child and support and reassure him by facial expression, by the aide's presence and "by a lap" when it is needed.
5. By working closely with the teacher, an aide will learn to know each child individually--his interests, his abilities, his needs.

Simply by being present and relating to children, the aide can transmit ideas, feelings, habits and skills.

6. To help still more, the aide should learn to encourage the child. Each child, just as each adult, needs a success experience and wants to be important. Use their names as much as possible.
7. Know each child personally--be sure to say something to each one daily; understand that each child has his own pace and pattern of growth and development yet while each child is different he is more like his age-mates than he is different.
8. All children need lots of TLC (tender loving care).
9. Be slow to anger--when children are disagreeable to you, it is not generally meant personally. Often they are frustrated. Try to get at the why not the what. Discuss these incidents with the teacher.

SUGGESTIONS FOR AIDES IN WORKING WITH CHILDREN

What We Need to Know About Children

What an aide must be:

1. She must like children (all kinds--clean, dirty, angry, afraid, etc.).
2. She must be interested in helping to provide for their needs.
3. She must be able to listen to children and support and reassure them by facial expression, by her presence, by a lap when it is needed.
4. She must work closely with the teacher in order to learn to know each child individually, his interests, his abilities, his needs. By being present and relating to children she is bound to transmit ideas, feelings, habits and skills.

You provide:

1. A lap to sit on.
2. An extra pair of hands and legs.
3. An extra measure of personal warmth.
4. An extra pair of ears and eyes that will add to the store of knowledge about each child.

Work in the Positive:

Negativism

1. Usually treats only the symptoms rather than the causes of behavior difficulties.
2. Emphasizes what should not be done instead of what should be.
3. Encourages behavior to avoid punishment by whatever means (truancy, lying, cheating).
4. Is likely to be a means of satisfaction (1) to the punisher to satisfy his ego, (2) to the punished for its attention getting.
5. Implies rejection rather than acceptance (might produce hostility, anxiety).
6. Produces negative attitudes which are likely to be transferred to other teachers, other areas of school.

You are a model:

Children identify with adults they are around. Children will imitate:

1. Health and posture
2. Grooming
3. Facial expression (enthusiasm is contagious)
4. Manner and manners
5. Verbal skills (speech)

It is a wise teacher (and teacher aide) who knows:

1. That each child is a person.
2. That each child has his own pace and pattern of growth and development.
3. That while each child is different, he is more like his age-mates than he is different.
4. That the needs of individuals must be met in the context of a group.
5. That all children need lots of TLC (tender loving care).

Portrait of public school children:

Almost constantly

they observe
they move
they think
they feel
they grow
they learn
they worry

And sometimes

they work
they play
they fail
they maneuver
they balk
they have fun
they feel success

The public school has all the children of all the people--clean-dirty, fast-slow, happy-unhappy, dependent-independent, talented-not talented--and all degrees in between. A public school staff is committed to doing the best possible job of educating each.

GENERAL CLASSROOM TECHNIQUES

1. Give first aid and call parents.
2. File seatwork.
3. Take attendance records.
4. Follow up on absences.
5. Collect milk money and supervise milk period.
6. Monitor when necessary.
7. Make arrangements for parent-teacher conferences.
    a. Keep track of time, date, names.
    b. Greet parents and see that the 15-minute schedule is kept.
8. Collect enrollment fees and workbook money. Send receipt home.
9. Make arrangements for tours.
    a. Collect money when necessary.
    b. Collect and tabulate permission slips.
    c. Help chaperone tours when necessary.
10. Record attendance on report cards. Make out heading on report cards. Write names on all card envelopes.
11. Prepare Metropolitan and Lorge-Thorndike tests--name, age and other necessary information. Stamp results on accumulative folders.
12. Arrange tables and chairs for spelling.
13. Distribute routine notices to children, PTA, etc.
14. Correct standardized tests, workbook exercises.
15. Order supplies.
16. Return rotating materials.
17. File reports, records, dittos, teaching materials.
18. File, mount and clip interesting pictures from old magazines.
19. Keep attendance.

20. Arrange bulletin boards.

21. Make games, flash cards for teaching aids and instructional materials.

22. Telephone about routine matters.

23. Run errands.

24. Distribute and collect lesson materials.

25. Arrange and supervise games.

26. Keep room in order.

27. Do routine testing--Dolch Word List.

28. Observe children's behavior.

29. Inventory material.

30. List new material.

31. Copy lists on blackboard.

32. Help proctor examinations.

33. Locate reference materials for teachers.

34. Assist with assemblies and plays.

35. Assist in supervision of restroom periods.

36. Assist in supervision of corridors and cafeterias.

37. Playground and door duty.

38. Assist in fire drills.

39. Help students with wraps.

40. Repair torn books.

41. Arrange for materials for work and play to be available when needed.

TIPS ON GOOD BULLETIN BOARDS

As a teacher aide, you might be asked to arrange a bulletin board display. If the teacher has a specific design or arrangement in mind, you would, of course, follow her plan. But many times she will leave the entire plan up to you. It's a good idea to start a collection of pictures and letters. The teacher, no doubt, has one. You might ask to use it and perhaps even set up a quick filing system.

Here are a few basic ideas for arrangement and design which might be helpful to you.

Bulletin boards should attract attention through bold, harmonious, mood-creating colors, texture, line, unusual arrangements, and 3-D effects.

1. slant pins for yarn and flat work.
2. pin and pull out for a 3-D effect.
3. to keep letters straight, place a temporary string or piece of yarn across the desired placement of letters.
4. captions
    a. good caption provokes thought; in brief tells what is displayed at a glance.
    b. vocabulary is familiar and easy to read.
    c. involve the viewer by using we, our, you, etc.
    d. letters 1" to 2" are legible at a distance--emphasize important words by changing size, shape, color or texture.
    e. contrast with background--light against dark, dark against light.
    f. judge spacing between letters by sight--keep letters close together, and use space of a letter "H" between each word.

   g. letter forms: lower case manuscript in primary--cursive and upper case manuscript at upper elementary level.

   h. readimade letters can be taken from calendars, magazines, and newspaper advertisements.

   i. EZ Blok letters can be easily cut.

   j. many commercial or teacher made patterns will also be available for your use.

5. the bulletin board display

   a. pick a pre-planned pattern.

   b. add your material.

   c. mix well with creative extras.

6. discuss some patterns

7. a great variety of materials can be used to make a bulletin board more interesting--yarn, sandpaper, corrugated cardboard, cork, foil, rope, etc. Also, paper folding gives the bulletin board a more appealing 3-dimensional effect.

8. if you are asked to take down a bulletin board, you can be helpful to the teacher by keeping the letters used, patterns, etc., in an envelope. Also, by drawing the basic design on the front of the envelope and the caption used, the teacher can quickly tell by looking on the outside of the envelope what the contents are inside.

A GUIDE TO THE MECHANICAL OPERATIONS OF AUDIO-VISUAL EQUIPMENT

As an aide, you will often be asked to set up audio-visual equipment. Even though the mechanics of running the machines will be demonstrated to you, it is advisable to practice threading the machines, etc., prior to a specific assignment. This guide should prove valuable to you until you've mastered the mechanics. If your school has different machines than the ones mentioned here, study the directions or write down the steps and directions while someone demonstrates. Then practice running it a few times.

Audio-Visual Aids

I. Machine Production of Transparencies

A. Thermo-fax Process (Model 45)

1. Definition

    a. The process is dry and ready for immediate use. The lines and marks on the master will touch the film (transparency), absorb the heat from the infrared-light, increasing the temperature, and leaving the image on the film.

    b. 3M Type 125, 127, and 133 are some films that can be used for this process.

2. Masters and Supplies

    a. Making use of the printed originals, 3M and K & E masters.

    b. Making single or colored overlays--red, blue, and green (3M #888).

    c. Use white bond paper or tracing paper.

    d. Use #2 pencils, India ink, a carbon typing ribbon, or a reproducible ball-point pen.

3. Method (#125, 127, 133 films)

    a. Set the control dial at the desired (transparency) setting.

    b. Place the film so the notch is in the upper right-hand corner and align the film with the original master (film on top of original).

    c. Start the two materials into the machine together and in about four seconds a finished transparency will come out.

    d. Separate the film (transparency) from the original master and mount for use.

    e. If the transparency is too light, print it again using a new sheet of film, increasing the exposure time, and setting the machine to go slower.

    f. If the transparency is too dark, print it again using a new sheet of film, decreasing the exposure time, and setting the machine to go faster.

4. Method (#888 film; color; red, green, blue)

   a. Set the dial between the white and buff settings.

   b. Place the original first, then the thinner sheet of vinyl (frosted), and then the clear acetate sheet over the original. CHECK TO MAKE SURE THAT ALL NOTCHED CORNERS ARE IN THE UPPER RIGHT-HAND CORNER. Place all sheets in the carrier.

   c. Start the carrier into the machine and in four seconds a completed transparency will come out.

   c. The colored transparencies make effective overlays.

B. Dry Photo Copier (Model 70)

1. Machine Uses

   a. Copies or transparencies from many different types of printed materials: books, workbooks, colored pictures, maps, photographs, ditto sheets, etc.

   b. From any of the transparencies made, a spirit master can be made by running the transparency and the spirit master through the Thermo-fax Model 45.

2. Method

   a. The timer setting will vary depending on the density of the ink on the page.

      1. For a plain copy, set the timer at 17 seconds.

      2. For making transparencies from a book with black ink and white pages, set the timer at 22 seconds.

   b. Place the foam rubber sheet behind the original. Then place the pink film (Type 628) over the page to be copied with the notch in the upper right-hand corner. Place the frosted glass over the pink film and then put the hooded lamp on the frosted glass. The glass will fit into a notch on the inside of the hooded lamp. Check for alignment and then push firmly on the red button.

   c. When the light goes out, remove the hood from the glass and take the pink film out from between the frosted glass and the original material. Take a sheet of acetate (Type 628) from the box WITH THE WHITE BACKING SHEET, and place the pink film over the acetate and align the sheets.

d. Take the sheets with the backing sheet nearest the heating element and lay the sheets against the silk screen. Fold the screen over the heating element. Hold the screen in place until the image appears as dark as you want it to be. Then remove the sheets, pull the pink film sheet and the white backing sheet from the acetate and throw them away.

e. Trim the transparency and mount.

II. General Use of Audio-Visual Equipment

A. 16mm Motion Picture Projector

1. Explanation

   a. The 16mm motion picture projector is made up of three major units--a sound system, a motion system, and a projection system.

   b. Projectors house the following controls: motor, lamp, amplifier, volume control, tone control, sound-silent switch, lens adjustments, elevation adjustment, framing knob, rewind lever.

2. Operational Procedures

   a. Open the projector case, remove the cord, and plug it into an AC outlet.

   b. Lock reel arms into position.

   c. Place take-up reel on proper reel arm.

   d. Place the reel of film on the proper reel arm.

   e. Study the threading diagram on the machine that shows how the machine is to be threaded.

   f. Place the film securely on the sprocket teeth; open the clamps to place the film and close the clamps to hold the film securely.

   g. Keep loops above and below the film channel.

   h. Make sure that the film is properly placed in the film channel and that the film gates are closed.

   i. Make sure that the film passes between the photo electric cell and the exciter lamp (on sound films only).

   j. Turn on the sound amplifier.

k. Check threading diagram to make sure that the projector is threaded properly.

l. Start projector and run up to the title. While this footage is passing, set the volume control. If need be, run film until a good sound level is maintained then rerun the film back to the title.

m. Projector is ready for use.

3. Film Breakage

a. Film that is broken should not be repaired unless a splicer is available and can be used correctly.

b. Always mark the location of any damaged or broken film. Broken film may be overlapped and tightened to continue the program. Use a piece of paper placed crosswise between the layers of film to mark where a break occurred.

c. Never use pins, staples, paper clips, other metal fasteners, or sticky tape to hold broken film. If a temporary splice must be made use a metallic film mending tape or masking tape.

B. Filmstrip Projector

1. Explanation

a. This is a projector that is designed to be used to show one picture at a time on a screen. The rate at which these pictures are shown on the screen depends upon the operation of the projectionist.

b. The lamp in the filmstrip projector ranges from 150 watts to 1200 watts. The higher the wattage the brighter the picture. The wattage should be a consideration in determining which projector to use for a particular situation.

2. Operational Procedures

a. Threading of this projector requires care as the teeth on the sprocket wheel have the tendency to tear the film. Thread the film from the top of the film opening down through the film channel to engage the sprocket wheel. Advance the knob on the side of the projector until the title appears on the screen.

b. Frame the picture on the word "focus" and adjust the focus knob so that the picture is clear to the viewer.

        c. Rewind each filmstrip and place it in the proper container.

C. 8mm Single Concept Projector

  1. Explanation

    a. This projector is a small but compact machine that is designed to take a cartridge of 8mm film that presents a single idea or concept.

    b. Some of these projectors are equipped to take a cartridge of magnetic tape that can be used with the film loop.

  2. Operational Procedures

    a. Plug the cord into an AC outlet.

    b. Take the film loop cartridge and place it in the back of the projector. Make sure that the top of the cartridge is placed in the proper position (the cartridge is marked "top" and "bottom").

    c. Turn the projector on and focus and frame the picture. If the film isn't at the beginning, run the film until the title appears, then stop it until ready for presentation.

    d. When the film is finished, just pull the cartridge out of the projector and replace it in the carton.

    e. Disconnect the power source and fold the cord.

D. Tape Recorder (Wollensak)

  1. Explanation

    a. The magnetic tape recorder produces an electromagnetic field which creates variations in metal particles embedded in the tape. This variation in metal particles is converted from sound into a recording and the recording into sound.

    b. The microphone is an integral part of the tape recorder. It takes the variations of pressures in the air and converts them into electrical impulses.

    c. The amplifier is the power system for the sound system. It increases the impulse from the pickup and sends it out through the speaker.

  2. Operational Procedures

    a. Plug the power cord into an AC outlet.

b. Turn the tape recorder on to warm up the amplifier.

c. Place a roll of magnetic tape on the feed spindle (generally on the left). Thread the tape through the slot in the recording head. Attach the tape to the take-up reel.

d. TO RECORD: Press the record button down at the same time the instant stop button is depressed. (The machine won't start with the instant stop button depressed.) Check the volume control. Speak into the microphone at the same tone that you will be using to record. If the light just flickers on and off, the volume is proper; if not, turn the volume control until the light flickers. (Some machines have a needle moving over a dial instead of a light.) When the sound volume is set, it is now ready for recording. Rewind the tape as soon as you have finished. This will eliminate the chance of anyone erasing your tape.

e. TO PLAYBACK: Press the play button down and release. The tape will move through the slot in the head exciting the playback mechanisms. Set the volume control at the desired level.

3. Editing

a. Words, phrases, and longer portions of the tape may be edited by passing the tape over the recording head with the recorder set on RECORD.

b. When splicing tape, use only that material designed for this purpose. Some materials will gum up the recording heads. Make sure to cut the gum end off of any new tapes that are used as these ends will stop up the machine when the tape is played.

E. Projection Screen

1. Explanation

a. The portable projection screen works similar to a window shade roller action. The screen has four main parts: the adjustable rod, the hollow support post, the screen roll, and the tripod base.

b. The four important factors for proper view conditions are: light control, viewing angle, audibility, and ventilation.

2. Types of Screens

a. Beaded-covered with thousands of tiny glass beads that trap and reflect light.

b. Matte-screen is a smooth, flat-white surface with excellent reflective properties at close distances.

c. Lenticular-a heavy plastic or fabric with a corrugated surface that combines the best features of the beaded and matte screens.

3. "Keystone" Effect

a. The problem is that the top of the image is wider than the bottom.

b. To correct this, raise the projector or move the bottom of the screen keeping the machine and screen parallel.

F. Filmstrip Viewer

1. Explanation

a. A filmstrip viewer is used to review filmstrips and for individual study. It permits filmstrips to be seen by an individual in a lighted room.

2. Operational Procedures

a. Plug in power cord and turn lamp on.

b. Insert the filmstrip at the opening at the bottom of the viewer and push the film up through the film channel until it engages the rubber feed rollers.

c. Turn the knob to advance the film.

G. Opaque Projector

1. Explanation

a. The opaque projector is a reflected projection system.

b. A mirrow between the material and the screen reflects the light from the image onto the screen.

2. Operational Procedures

a. Place the materials to be shown on the plate, tray, or roller at the lower rear of the projector.

b. Focus the image with the manual control knob on the top of the projector.

c. The opaque projector must be used in a darkened room for best results.

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BRIDGING ACTIVITIES

The following are Bridging Games--songs, poems, and stories--an aide might use to:

1. connect subject areas
2. help students take a break
3. entertain when a rainy recess comes
4. entertain children

I. Games As Bridging Activities

Hints and techniques for teacher aides.

Game play must be snappy and vigorous--a good leader stops a game before it goes dead.

Attitude and enthusiasm of the leader are essential to the success of the game--also aide participation.

Know the game thoroughly--otherwise don't play it.

Choose appropriate games for your group--if the game is beyond their ability, they get discouraged; if the game is below their ability, it is belittling.

Have all equipment ready at the start of the game.

Introduction of a game.

Having a whistle enables an aide to start or stop a game with ease, especially in active, noisy games. Allows for good control.

Tell children the name of the game and arrange the players in their positions. Putting the group in formation before teaching the game, makes it more intelligible to them.

Explain the game briefly--have several children demonstrate--ask for questions or clarifications.

Insist on fair play and rules enforced; however, children must know rules beforehand.

If newcomers enter the game, one player may explain the game to him so as not to take the entire group's time, depending on the level of the game and the child's language.

Primary grade games usually have simple organization--running, tag, ball.

Object is usually to chase someone or chase a group. Immediate goal is not perfection of body coordination, but this is the time when practice should begin if skill is ever to be attained.

Game should be a teaching device and should have as its purpose a specific type of development.

It should provide enough experience for each player to justify the time spent playing it and should hold active attention of all players. The game should usually be within the experience of the child.

In some cases the basis of a game should be chance rather than ability so that all children may have an opportunity to win.

All games should encourage a spirit of helpfulness and fair play--and an attitude of respect for other individuals and their abilities.

II. Physical Education As A Bridging Activity

Different from games in that all children should participate with the objective being the development of a physical education concept in the areas of projection, agility, and strength.

A game may involve only half of the players as participants at any one time, although all children will have a chance to participate over a number of times played. Phy Ed must be a systematic program involving all children in the skill.

Children who especially need physical activity sometimes do not like to participate. These children need special encouragement and observation to insure they are benefiting from activity. Some teachers excuse them because they feel sorry for them--but this is doing the child a disservice.

III. Music As A Bridging Activity

- Know the song well before starting.
  1) Enjoy it.
  2) Be able to continue singing while doing other things.
  3) Keep an even and snappy tempo.
- Keep some songs in your head for emergencies.
  1) Recess.
  2) Rainy days.
  3) When you don't know what to do.
- Select songs that are either repetitious or that they know.

Games and Activity Songs

Gym or Outside

Duck Duck Goose
Squirrel and Trees
Pom-Pom-Pull-A-Way

Relay Races:
  - Backward
  - Bear Walk
  - Broncos
  - Chariot
  - Elephant
  - Heel and Toe
  - Hobble
  - Kangaroo
  - William Tell

Tag (many varieties):
  - Poison
  - Prison
  - Shadow
  - Soccer
  - Stoop
  - Tree

Hopscotch
Flying Dutchman

Inside (Singing Games)

Farmer in the Dell
Looby Loo
Hokey Pokey
Round the Village
Little Sally Water
Visit To My Little Friend
Little Puppet
In and Out the Window
Did You Ever See a Lassie
London Bridge

Other Games

Dog and the Bone
Hot Potato
Huckle Buckle Beanstalk
Skip Stoop

Reference Material

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- Handbook of Active Games, Darwin Hindman, Prentice-Hall, 1952.
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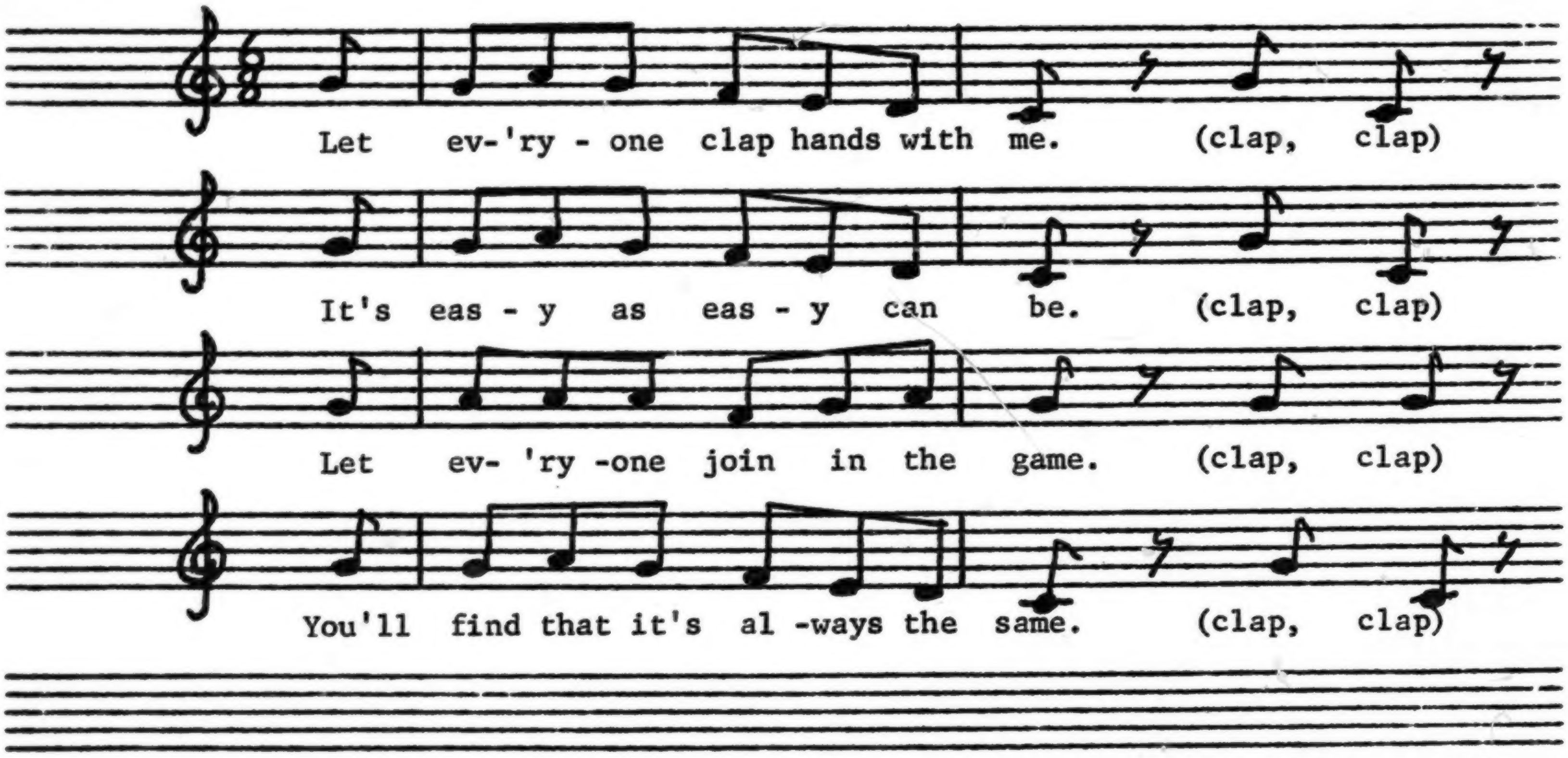
- Illustrated Games and Rhythms, Frank Geri, Prentice-Hall, 1961.
- Rhythmic Activities K-6, National Education Association, 1964.
- Recreational Sports and Games, van der Smissen, Burgess Publishing Company, 1964.

Physical Fitness:
- Youth Physical Fitness, President's Council on Youth Fitness, 1961.
- Physical Education in Elementary Schools, Curriculum Bulletin No. 28, Department of Public Instruction, State of Wisconsin, 1963.
- What Research Says to the Teacher--Physical Fitness, Paul Hunsicker, National Education Association, No. 26, 1963.

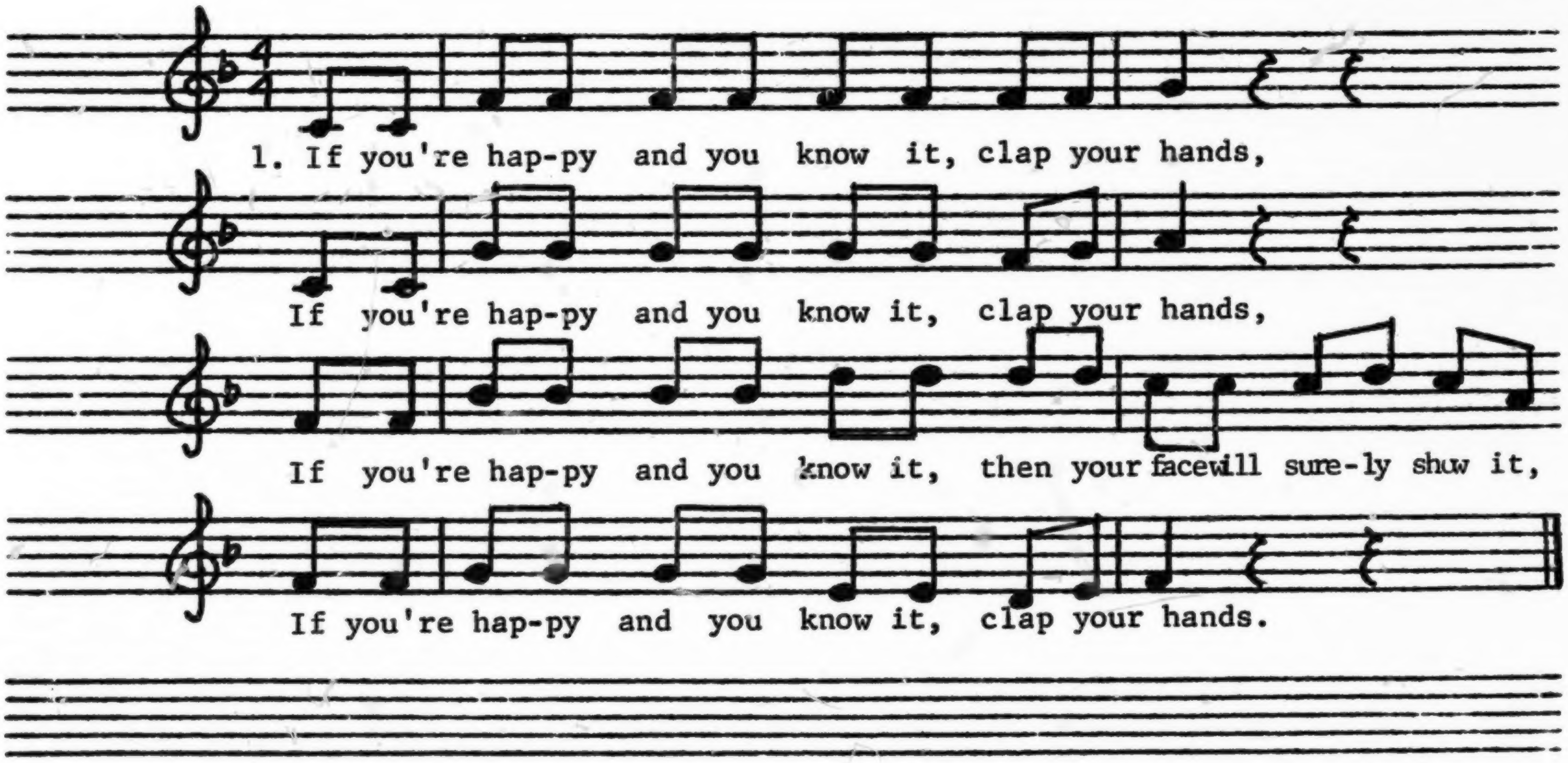
Music Bridging Songs

Join in the Game


Let ev-'ry - one clap hands with me. (clap, clap)
It's eas - y as eas - y can be. (clap, clap)
Let ev- 'ry -one join in the game. (clap, clap)
You'll find that it's al -ways the same. (clap, clap)

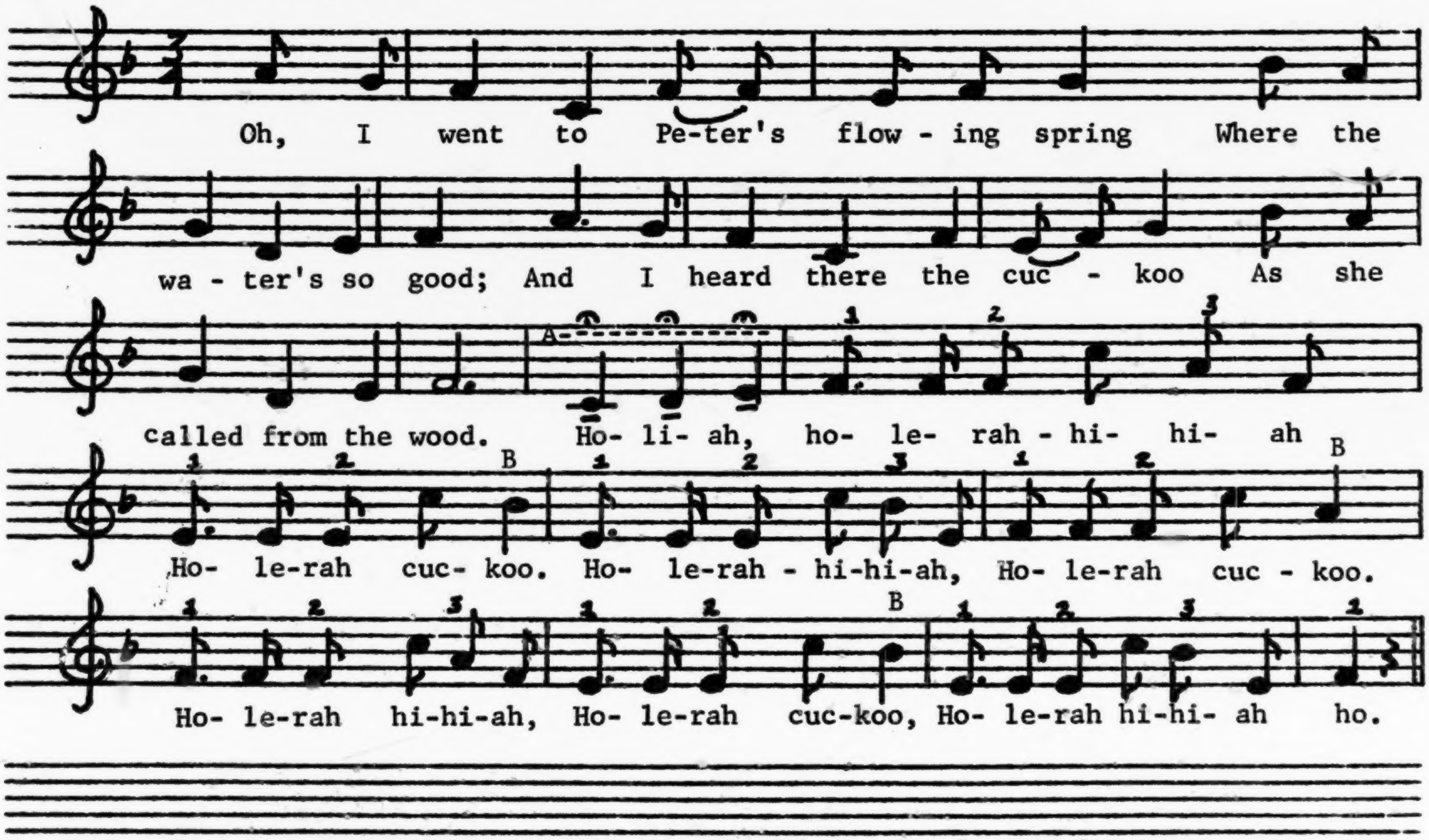
Substitute "roll hands", "whistle", "shake hands", and "tap feet" for "clap hands". Etc.

If You're Happy


1. If you're hap-py and you know it, clap your hands,
If you're hap-py and you know it, clap your hands,
If you're hap-py and you know it, then your face will sure-ly show it,
If you're hap-py and you know it, clap your hands.

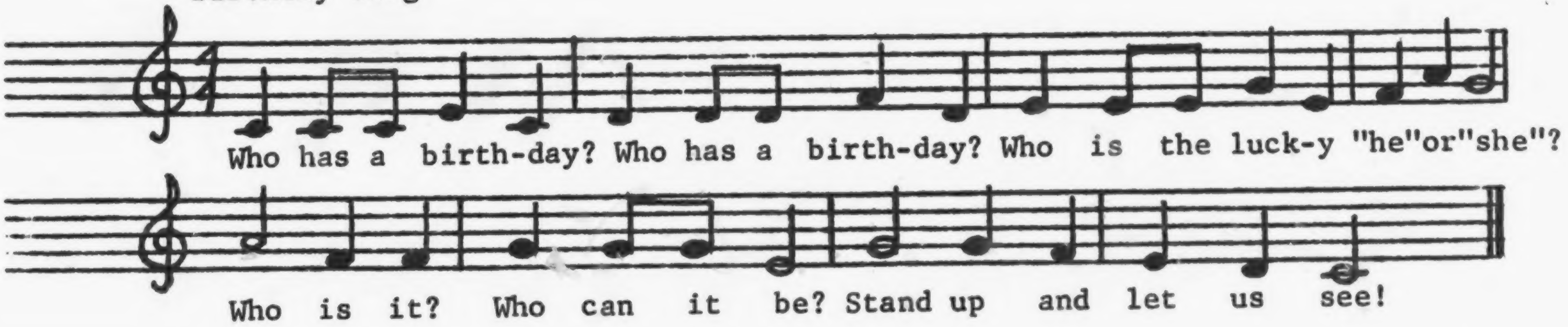
2. ...tap your toe 3. ...nod your head 4. ...do all three

Peter's Flowing Spring or Cuckoo (Kuckuck)

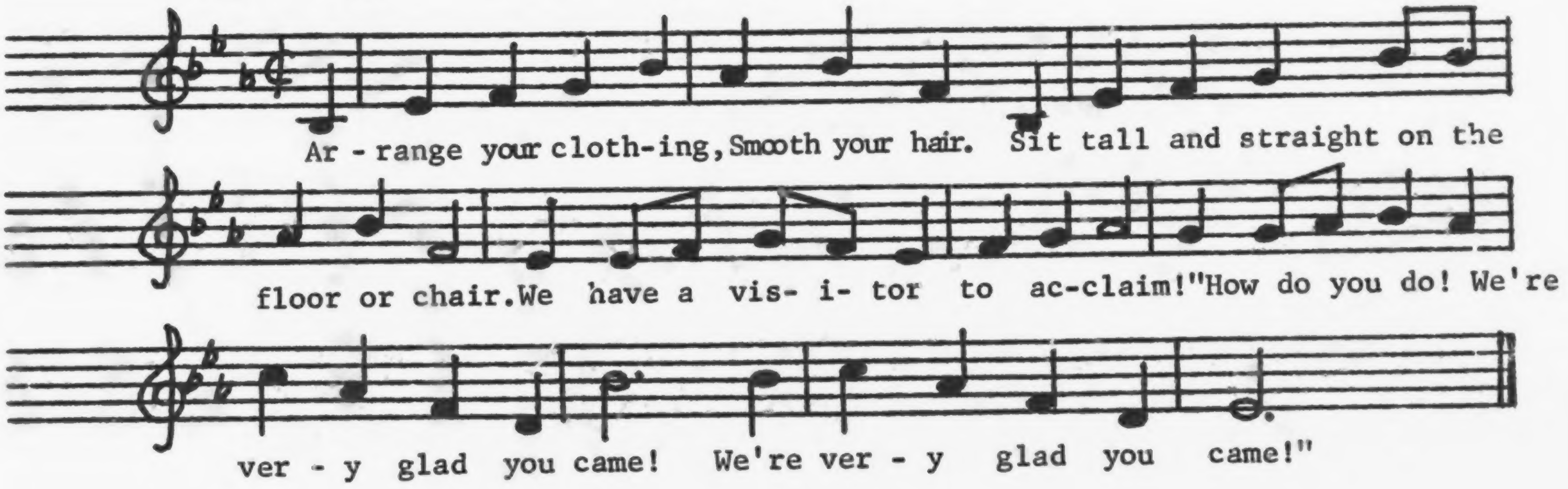

Oh, I went to Pe-ter's flow - ing spring Where the
wa - ter's so good; And I heard there the cuc - koo As she
called from the wood. Ho- li- ah, ho- le- rah - hi- hi- ah
Ho- le-rah cuc- koo. Ho- le-rah - hi-hi-ah, Ho- le-rah cuc - koo.
Ho- le-rah hi-hi-ah, Ho- le-rah cuc-koo, Ho- le-rah hi-hi- ah ho.
A
B
1
2
3

A-Patter on knees; 1-Slap knees; 2-Clap hands; 3-Snap fingers;
B-Snap fingers once on first verse, twice on second, and three times on third verse. (Repeat and snap four, five, etc.)

Birthday Song


Who has a birth-day? Who has a birth-day? Who is the luck-y "he"or"she"?
Who is it? Who can it be? Stand up and let us see!

Guest Song


Ar - range your cloth-ing, Smooth your hair. Sit tall and straight on the
floor or chair. We have a vis- i- tor to ac-claim! "How do you do! We're
ver - y glad you came! We're ver - y glad you came!"

I Love My Rooster

I love my rooster, And my rooster loves me.
I love my rooster by the cottonwood tree.
My little rooster goes "Cock-a-doodle-doo
Dee Doodle dee doodle dee doodle dee doo!"

(2nd verse: I love my hen, etc.)
(3rd verse: I love my duck, etc.)
(4th verse: I love my sheep, etc.)
(5th verse: I love my turkey, etc.)

School Days

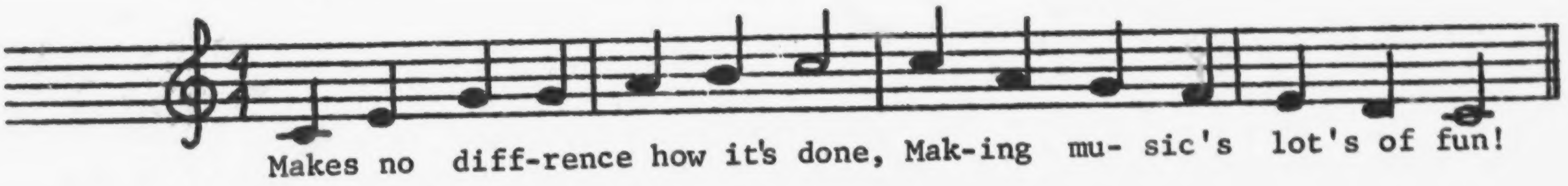
(traditional version)

School days, school days, dear old golden rule days,
Reading and writing and 'rithmetic.
Taught to the tune of a hickory stick.
You were my queen in calico,
I was your bashful barefoot beau.
I wrote on your slate, "I love you, Joe,"
When we were a couple of kids.

(modern version)

School days, school days, Kindergarten school days,
Learning and thinking and sharing things,
Sharing the new that each school day brings,
Stories and games and "Show and Tell,"
Painting and singing very well.
We want you to know we love it all
Cause we are a couple of kids!

Making Music


Makes no diff-rence how it's done, Mak-ing mu- sic's lot's of fun!

I Am A Fine Musician

(Leader) I am a fine musician, I travel through the world.
(Group) We are such fine musicians, we travel through the world.
(Leader) I can play on my singing violin.
(Group) We can play on our singing violins.
(Leader) O fiddle dee, o fiddle dee, o fiddle dum-dum-dee.
(Group) O fiddle dee, o fiddle dee, o fiddle dum-dum-dee.

Happy Wanderer

I am a happy wanderer, along the mountain track,
And as I go, I love to sing, My knapsack on my back.
Valderi, Valdera, Valdera, Valdera, ha, ha, ha, ha, ha,
Valderi, Valdera, My knapsack on my back.

I love to wander by the stream that dances in the sun,
So joyously it calls to me, Come! Join my happy song!
Valderi, Valdera, Valdera, Valdera, ha, ha, ha, ha, ha,
Valderi, Valdera, Come join my happy song.

This Land Is Your Land

As I was walking that ribbon of highway, I looked above me there in the skyway,
I looked below me in the golden valley, This land was made for you and me.

This land is your land, this land is my land, From California to Bedloe's Island,
From the Redwood forests to the Gulf Stream waters, This land was made for you and me.

I followed low hills, I followed cliff rims, Great marble canyons and sunny waters,
A voice came calling as the fog was lifting, "This land was made for you and me."

The sun was shining as I was strolling, Through wheatfields waving and dust clouds rolling,
I felt inside me and saw all 'round me, "This land was made for you and me."

Down In The Valley

Down in the valley, the valley so low,
Hang your head over, hear the wind blow.
Hear the wind blow, dear, hear the wind blow.
Hang your head over, hear the wind blow.

Roses love sunshine, violets love dew,
Angels in heaven know I love you;
Know I love you, dear, know I love you,
Angels in heaven know I love you.

Build me a castle, forty feet high,
So I can see him as he rides by;
As he rides by, dear, as he rides by;
So I can see him as he rides by.

Tell Me Why

Tell me why the stars do shine,
Tell me why the ivy twines,
Tell me why the ocean's blue,
And I will tell you just why I love you.

Because God made the stars to shine,
Because God made the ivy twine,
Because God made the ocean blue,
Because God made you, that's why I love you.

Little Sir Echo

Little Sir Echo, how do you do?
Hello, Hello, Hello, Hello,
Little Sir Echo, will answer you.
Hello, Hello, Hello, Hello,
Won't you come out and play?
You're a nice little fellow, we
  know by your voice,
But you're always so far away.

Over The River And Through The Wood

(modern version)

Over the highway we speed along
To grandfather's house we go
We're warm as can be as we drive happily
Down the road that's clear of snow.

Over the highway we speed along
Let's turn on the radio
It won't seem far in the family car
To grandfather's house we go.

(traditional version)

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way to carry the sleigh
Through the white and drifted snow.

Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes, and bites the nose,
As over the ground we go.

Over the river and through the wood,
And straight through the barnyard gate,
We seem to go extremely slow
It is so hard to wait!

Over the river and through the wood,
Now grandmother's cap I spy!
Hurrah for the fun! Is the pudding done?
Hurrah for the pumpkin pie!

Funiculi, Funicula

Some think the world was made for fun and frolic,
And so do I, and so do I.
Some think it well to be all melancholic,
To pine and sigh, to pine and sigh;
But I, I love to spend my time in singing
Some joyous song, some joyous song;
To set the air with music bravely ringing
Is far from wrong, is far from wrong.

(Chorus)
Harken! Harken! Music sounds afar!
"   "   "   "   "
Funiculi, funicula, funiculi, funicula!
Joy is everywhere, funiculi, funicula.

Chairs To Mend

Chairs to mend, old chairs to mend,
Mackerel, fresh mackerel,
Any old rags, any old rags.

White Coral Bells

White coral bells upon a slender stalk,
Lillies of the valley deck my garden walk.
Oh don't you wish that you could hear them ring,
That will happen only when the fairies sing.

Kookaburra

Kookaburra sits on an old gum tree,
Merry, merry king of the bush is he.
Laugh, Kookaburra, laugh, Kookaburra,
Gay your life must be.

Kookaburra sits on the old gum tree,
Eating all the gum drops he can see.
Stop! Kookaburra stop! Kookaburra,
Leave some there for me.

Suggested Song Classifications and Samples

Old Favorites

- The Bear Went Over the Mountain
- Big Rock Candy Mountain
- Blue Tail Fly
- If You Want to be a Badger
- Buffalo Girl
- Funiculi, Funicula
- Home on the Range
- Little Sir Echo
- Tell Me Why
- Oh, Dear, What Can the Matter Be
- School Days
- She'll Be Coming Round the Mountain
- Skip to my Lou
- There's a Little Wheel A-Turning in my Heart
- Down in the Valley
- Old MacDonald
- Polly-Wolly-Doodle
- The Happy Wanderer
- Oh, What a Beautiful Morning
- On Wisconsin
- Playmates
- Frog Went A-Courtin'

Rounds

- Kookabura
- Row Your Boat
- White Coral Bells
- Three Blind Mice
- Are You Sleeping
- Chairs To Mend
- Scotland's Burning
- Makes No Difference How It's Done*

Lullabies

- I See the Moon
- No, I'm Not Sleepy
- Toora-Loora-Loora
- All Through the Night
- Hush, Little Baby
- Go To Sleep

National Songs

- Army Air Corps Song
- America
- Star Spangled Banner
- God Bless America
- Yankee Doodle
- This Land Is Your Land
- Marines Hymn
- Anchor's Away
- Artillery Song

Special Event Songs

- Who Has a Birthday*
- Happy Birthday
- Over the River
- Easter Parade
- Up on the House Top
- We Wish You a Merry Christmas
- Guest Song*
- Partridge in a Pear Tree

Participation Songs

- I Am a Fine Musician
- Peter's Flowing Spring*
- If You're Happy and You Know It*
- Let Everyone Join in the Game*
- Bingo
- Little Peter Rabbit
- John Brown's Body

Accumulative Songs

- Partridge in a Pear Tree
- I Love My Rooster
- Old Woman Who Swallowed a Fly
- When I First Came to this Land

Tongue-In-Cheek Songs

- John Jacob Jingleheimer Schmidt
- Michael Finnegan
- My Name Is Yon Yonson
- Shoes Have Tongues
- Be Kind To Your Web Footed Friends
- Funniest Song in the World
- Silly You - Silly Me

Finger Plays and Attention Getting Games

Songs and Finger Plays

Easter Bunny comes at night
With his Easter basket bright
Filled with eggs of every kind
For the children all to find.

Easter Bunny's ears are flopping;
Easter Bunny's feet are hopping;
Nose is soft and fur is fluffy;
Tail is short and powder puffy.

Pretty little bunny sits very still
Little bunny are you sick?
Can't you hop, can't you kick?
Bunny, hop, Bunny hop!
Bunny, hop, hop, hop!

I think I'll wear for Easter
A bonnet made of lace.
But most of all I think I'll
Wear a smile upon my face.
A smile upon your face?
A smile upon your face?
I think I'll like that better
Than your bonnet made of lace.

Easter eggs, Easter eggs,
Purple, red and blue.
The purple is for mother,
The red one is for you!

This little bunny has two pink eyes
This little bunny is very wise
This little bunny is soft as silk
This little bunny is white as milk
This little bunny nibbles away
At lettuce and carrots all the day.

I am glad I am American,
I am proud I am American.
I will be a good American
In whatever I do and say.

Oh, my little parakeet is just
  as friendly as can be;
He sings and chirps and drinks
  his water,
Then he talks to me.

My little parakeet is just as
  vain as he can be;
He looks into his mirror, then he
  cocks his head at me.

There was a little turtle
Who lived in a box.
He swam in the water
And he climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch me.

Miss Polly had a dolly who was
  sick, sick, sick,
So she phoned for the doctor to be
  quick, quick, quick,
The doctor came with his bag and
  his hat,
And he rapped at the door with a
  rat-ta-tat.

He looked at the dolly and shook
  his head;
Then he said, "Miss Polly, put her
  straight to bed."
He wrote on a paper for a pill,
  pill, pill,
"I'll be back in the morning with
  my bill, bill, bill."

Candy Shop

Come with me to the candy shop
While I buy a lollipop:
Carmel, peppermint, chocolate drop.
What shall I buy at the candy shop?

Rain Song

Pitter, pitter, pitter, pat;
Pitter, pitter, pitter, pat
Hear the falling drops of rain.
Pitter, pitter, pitter, pat
Pitter, pitter, pitter, pat
Falling on my window pane.

Indians

Hi, yi, yi, yi. Hi, yi, yi, yi
Indian braves are we.
Hear the tom-toms steady beat,
Hi, yi, yi, yi. Hi, yi, yi, yi
Hi!

The Big Train

Choo, choo, the big train is
coming down the track now.
Choo, choo, the big train is
coming down the track.
Stop, look, and listen.
Stop, look, and listen.
Choo, choo, the big train is
coming down the track.

Where Is Thumbkin?

Where is thumbkin?
Where is thumbkin?
Here I am. Here I am.
How are you today, sir?
Very well, I thank you.
Run away! Run away!
(Do the same for pointer,
tall man, ring man, and
pinkie, using appropriate
fingers for motions.)

Six Little Ducks

Six little ducks that I once knew,
Short ones, tall ones, fat ones too.
But the one little duck with the
feathers on his back
He ruled the others with his
quack, quack, quack.

Down the river they would go,
Wibble-wobble, wibble-wobble, to and fro.
But the one little duck with the
feathers on his back
He ruled the others with his
quack, quack, quack.

Monkeys

Two little monkeys
Jumping on the bed.
One fell off and broke his head.
We took him to the doctor
And this is what he said,
"That's what you get for
Jumping on the bed!"

Hands

This little hand is a good little hand.
This little hand is his brother.
They both keep clean and fit to be seen.
Because each of them washes the other.

Rubber Raincoat

I wear my rubber raincoat
To cover up my clothes
And wear my rubber overshoes
To cover up my toes.

Caterpillar

Little Arabella Miller
Found a fuzzy caterpillar.
First it crawled upon her mother.
Then upon her baby brother.
"Oh," said Arabella Miller,
"Takeaway that caterpillar."

Soldiers

Five little soldiers standing in a row.
Four stood straight and others stood so.
Along came the captain and what do
you think?
Up popped that soldier, quick as a wink.

Bunny

Here's a bunny with his ears so funny.
And here's his hole in the ground.
When a noise he hears, he picks up
his ears
And in he leaps with a bound.

Two Little Squirrels

Two little squirrels sitting on a limb.
One named Bushy and one named Jim.
Run away, Bushy!
Run away, Jim!
Come back, Bushy!
Come back, Jim!

Favorite Songs and Finger Plays

Two Little Chipmunks

Two little chipmunks sitting on
a rail; sitting on a rail,
Each with a fluffed-up feather
for a tail; feather for a tail.
One jumped down and went to town
With a letter for the mail;
letter for the mail.

One little chipmunk sitting all
alone; sitting all alone,
Picked up a nut and thought it
was a bone; thought it was a bone.
This I know is all just 'cause
I heard it on the phone;
heard it on the phone.

Little Birds Fly Away

Little birds fly away;
Little birds fly away
When cold winds are blowing
And it begins snowing,
Little birds fly away.

Johnny Works With One Hammer

Johnny works with one hammer,
one hammer, one hammer.
Johnny works with one hammer,
Then he works with two.

Johnny works with two hammers,
etc. (then three, four, and
five, and then he goes to sleep.
Use fists, feet, and head for
five hammers.)

Hinges

I'm all made of hinges
And everything bends
From the top of my head
Way down to the end.
I'm hinges in front
I'm hinges in back.
If I didn't have hinges
I surely would crack.

Mr. Duck and Mr. Turkey

Mr. Duck went out to walk
One day in pleasant weather.
He met Mr. Turkey on the way
And there they walked together.
"Gobble, gobble, gobble"
"Quack, quack, quack"
Goodbye, goodbye"
And then they both walked back.

The Turkeys Run Away

With a wobble, wobble, wobble
And a gobble, gobble, gobble
All the turkeys spread their
feathers on Thanksgiving Day.
When they see the farmer coming
All the turkeys start a-running
And they say, "You cannot catch
us on Thanksgiving Day."

Turkey

My turkey is so pretty
His wings spread out so wide.
When he says, "Gobble, gobble,"
It makes me laugh inside.

Turkey In The Barnyard

Turkey in the barnyard
What does he say?
Gobble, gobble, gobble, gobble,
Gobble all day.

Turkey on the table
What do I say?
Yummy, yummy, yummy, yummy,
Yum all day.

Turkey in my tummy
What do I say?
Thank you very much
On Thanksgiving Day.

Finger Plays

Five Little Goslings

One little gosling, yellow and new,
(Hold up 1 finger)
Had a fuzzy brother, and that made two.
(Hold up 2 fingers)
Two little goslings now you can see;
They had a little sister, and that made three.
(Hold up 3 fingers)
Four little goslings went to swim and dive.
(Hold up 4 fingers)
They met a little neighbor, and that made five.
(Hold up 5 fingers)
Five little goslings; watch them grow!
(Spread hands wide apart)
They'll turn into fine, big geese, you know!

Five Fingers

Five fingers on this hand,
(Hold up 1 hand)
Five fingers on that;
(Hold up other hand)
A dear little nose,
(Point to nose)
A mouth like a rose
(Point to mouth)
Two cheeks so tiny and fat.
Two eyes, two ears,
And ten little toes;
That's the way that baby grows.

The Butterfly

One, two, three, four, five
I caught a butterfly.
(Pop up fingers on the right
  hand as you count)
Six, seven, eight, nine, ten,
I let him go again.
(Pop up fingers on left hand)

Oh, I have 2 eyes, 2 ears,
  2 cheeks.
And 2 hands and 2 feet
And I have 1 head, 1 mouth,
  1 nose
And 10 fingers and 10 toes.

This Little Bunny

This little bunny has 2 pink eyes
(Bend down 1st finger)
This little bunny is very wise;
(Bend down 2nd finger)
This little bunny is soft as silk;
(Bend down 3rd finger)
This little bunny is white as milk;
(Bend down 4th finger)
This little bunny nibbles away
(Bend down thumb)
At cabbages and carrots the live-long day.

Five Little Jack-O-Lanterns

Five little Jack-O-Lanterns
Sitting on a gate
The first one said,
"My, it's getting late."
The second one said,
"What's that noise?"
The third one said,
"It's only some boys."
The fourth one said,
"It's Halloween fun."
The fifth one said,
"Let's run - run - run."

Five Little Snowmen

Five little snowmen
Standing in a row.
The first little snowman
Fell down so.
The second little snowman
Got hit by a ball.
The third little snowman
Stood up straight and tall.
The fourth little snowman
Looked very wise.
The fifth little snowman
Had two coals for eyes.

Santa's Reindeer

1, 2, 3, 4, 5 little reindeer
(Pop fingers up one by one)
Stand beside the gate;
"Hurry, Santa," said the five,
"So we will not be late!"
(Make fist)

1, 2, 3, 4, 5 little reindeer
(Pop fingers up one by one)
Santa said, "Please wait!"
"Wait for 3 more little reindeer,
And then that will make eight."
(Hold up 3 more fingers)

Ten Little Fingers

Ten little fingers
They belong to me
I can make them do things.
Would you like to see?
I can make them jump high--
I can make them jump low--
Or I can fold them up quietly
And hold them just so.

Two Little Hands

Two little hands so soft and white
(Show them)
This is the left, this is the right
(Indicate each)
Five little fingers standing on each,
(Show fingers)
So I can hold a plum or a peach.
(Curve fingers as if holding plum)
But when I get as big as you,
(Point to child)
I'll show you what these hands can do.
(Show hands)

Five Little Reindeer

(Hold up 5 fingers)
Five little reindeer prancing in the snow. (Make fingers prance)
Waiting for Santa to say, "Let's go!"
(On the following, point each finger in turn with the other hand)
The first little reindeer said, "Let's be on our way."
The second little reindeer said, "It will soon be Christmas Day."
The third little reindeer said, "The sleigh is full of toys."
The fourth little reindeer said, "They'll bring happiness and joys."
The fifth little reindeer said, "We'll travel far tonight."
Then out came Santa with his, "Ho! Ho! Ho!"
And the sleigh and the reindeer were soon out of sight.
(Cup one hand palm up for sleigh, one hand palm down and gallop fingers
for the reindeer pulling the sleigh)

I'll make me a snowball
Of pure white snow.
The longer I roll it
The bigger it will grow.
I'll make 1 and 2 and 3.
When they're together,
What will they be?
(A snowman)

Lots of other children
Who are only three (4 or 5)
That's how big I am.
Lots of other children
The same size as I am
That's how big I am.
Lots of other children
All around me,
But they aren't me!

Ten Little Firemen

Ten little firemen, sleeping in a row (Fingers curled)
Ding dong! goes the bell (Make motion of ringing bell)
And down the pole they go. (Hand over hand down pole)
Off on the engine (Steer engine)
Oh! Oh! Oh!
Using the big hose (Hands together like holding hose)
So! So! So!
When all the fire's out, (Steer engine)
Home soooooooooooooooooo slow.
Then back to bed, all in a row. (Fingers curled)

Five Soldiers

5 little soldiers standing in a row,
(Hold up 5 fingers of right hand)
3 stood straight and 2 stood so.
(Right thumb holds forefinger down,
other 3 fingers stand up)
Along came the captain and what do
you think?
(Left hand forefinger comes "marching
in")
Those soldiers jumped up,
Quick as a wink!
(Thumb and forefinger snap up
and join others)

Johnny Works With One Hammer

Johnny works with one hammer.
(Pound one fist on knee)
One hammer, one hammer.
Johnny works with one hammer,
Then he works with two.
Johnny works with two hammers.
(Pound other fist on knee)
Etc.
Johnny works with three hammers.
(Continue above motions and
stamp one foot on floor)
Etc.
Johnny works with four hammers.
(Continue above and stamp other
foot)
Etc.
Johnny works with five hammers.
(Continue above and nod head)
Etc.
Five hammers, five hammers.
Johnny works with five hammers,
Then he goes to sleep.
(Lay head on hands)

Jack and Jill

2 little blackbirds sitting on
a hill. (Make hill with fingers)
Name one Jack (Crook finger and
hold up)
Tweet, tweet!
The other name Jill (Crook finger
on other hand and hold up)
Tweet, tweet!
Fly away Jack! (Hand behind back)
Fly away Jill! ("   "   ")
Come back Jack! (Bring finger back)
Come back Jill! ("   "   ")

Three Little Kitten Cats

3 little kitten cats in best bib
and tucker,
(Hold 3 fingers up, then place
thumbs under armpits in brag
gesture)
3 little kitten cats waiting for
their supper.
(Hold 3 fingers up and lean them
forward to show waiting)
All had fur coats sleek and new,
(Stroke backs of 3 fingers)
But all they could say was,
"New, new, new."
(Bend one of 3 fingers with each
"new")
3 little kitten cats in best bib
and tucker,
(Same motions as first time)
3 little kitten cats are eating
their supper.
(Wiggle fingers to show eating)

Five Little Birds

Five little birds without any home.
(Raise five fingers)
Five little trees in a row.
(Raise hands over head)
Come build your nest in our branches tall, (Cup hands for nest)
We'll rock them to and fro.
(Rock nest)

Chickadees

Five little chickadees sitting in a door
One flew away and then there were four.
Refrain: chickadee, chickadee,
fly away; chickadee, chickadee,
fly away.

Four little chickadees sitting in a tree,
One flew away and then there were three.
Refrain.
Two little chickadees sitting in the sun
One flew away and then there was one.
Refrain.
One little chickadee sitting all alone
He flew away and then there were none.
Refrain.
(Use 5 fingers, 4, etc., having them fly behind your back)

The Little Chicks

1, 2, 3 little chickens
(Count 3 fingers)
Dear little downy things.
Cuddling away from danger
Under their mother's wing.
(Nestle hand under arm)
Peep, peep, when the baby's sleepy,
This is the song he sings:
(Assume attitude of relaxation)
Sleep, sleep, sleep, sleep,
Little chicks go to sleep in the night.

Balls

A little ball,
A bigger ball,
A great big ball I see.
Now let's count them
The balls we've made,
One, two, three.

The Frogs

This little froggie broke his toe.
(Played like "This little piggie")
This little froggie said,
"Oh! Oh! Oh!"
This little froggie laughed and was glad.
This little froggie cried and was sad.
But this little froggie so thoughtful and good
Ran for the doctor as fast as he could.

Ten Little Soldiers

10 little soldiers standing in a row.
(Hold up both hands, fingers spread apart, palms facing downward)
They all bow down to the captain so.
(Bend fingers forward and return to upright position)
They march to the left,
(Bend fingers forward, wiggle them and move arms to left and return)
They march to the right.
(Same movement to the right)
They all stand straight all ready to fight.
(Hands return to original position, both hands up, fingers outspread and standing straight)
Along comes a man with a great big gun, "BANG!"
(Get hands ready to clap loudly on the word "bang")
See the little soldiers run.
(Bring hands together, bend fingers forward, wiggle up and down and have hands go out to the side in opposite directions)

Five Little Piggies

"It's time for my piggies to go to bed," (Hold up left hand)
The nice big mother piggie said.
"Now I shall count them to see
If all my piggies have come back to me."
"One little piggy, two little piggies (count fingers)
Three little piggies dear,
Four little piggies, five little piggies
Yes, they are all here."
"They're the dearest piggies alive,
One, two, three, four, five." (Count fingers)

Five Little Squirrels

Five little squirrels sitting in a tree
The first one said, "What do I see?"
The second one said, "Some nuts on the ground."
The third one said, "Those are the nuts I found."
The fourth one said, "I'll beat you there."
The fifth one said, "All right, that's fair."
So they shook their tails and ran with glee
To the nuts that lay at the foot of the tree.
(All fingers quiet until "ran with glee" and then they scuttle off)

Houses

There were two little houses up on a hill (Hands closed and held up)
Patty lived in this house (Hold up thumb of 1 hand and close in fist again)
And Tommy lived in this house. (Same for thumb of other hand)
One day Patty came out (Hold up thumb)
And went up the hill and down the hill (Move hand up and down)
And went up the hill and down the hill
And she looked this way and that way (Move thumb in all directions)
And this way and that way but she didn't see anyone;
So she went into her little house (Fold thumb into fist and close)
And shut the door.
The next day Tommy came out and went up the hill and down the hill.
The next day both Patty and Tommy came out (Thumbs of both hands)
They went up the hill and down the hill
Then they met each other.
Patty said, "Hello, Tommy! Where are you going?"
Tommy said, "Hello, Patty! I'm going to school."
Patty said, "So am I. Let's go together."
So they went up the hill and down the hill and up the hill and
  down the hill,
Until they came to the school; and shut the door.

(The names of the children can be changed to correspond to the names of the children in the group. The children enjoy having this continued and the story going on to take the children home after school.)

Two Little Houses

Two little houses shut up tight
(Fists closed)
Open the windows and let in the
light (Open fists wide)
Ten little children standing
up straight.
(10 fingers held up still)
Ready for kindergarten at half
past eight.
(Move or swing hands around)
How many were late? None!

The Counting Lesson

Once I saw an ant hill
(Hand closed)
With no ants about;
So I said, "Dear little ants,
Won't you please come out?"
Then as if the little ants
Had heard my call
One! Two! Three! Four!
Five came out!
(Fingers open one by one)

Five Little Squirrels

Five little squirrels
Sitting in a tree,
This one said, "What do I see?"
This one said, "I see a gun."
This one said, "Oh, let's run."
This one said, "Let's hide in
the shade."
This one said, "I'm not afraid."
Then "pop" went the gun
And they all ran away.

Five Little Fishes

Five little fishes
Were swimming near the shore
(Wiggle fingers of left hand)
One took a dive,
And then there were four.
(Point to thumb, then turn down)

Four little fishes
Were swimming out to sea.
(Wiggle four fingers)
One went for food,
And then there were three.
(Point to index finger; turn down)

Three little fishes said,
"Now what shall we do?"
(Hold up three fingers)
One swam away,
And then there were two.
(Point to next finger; turn down)

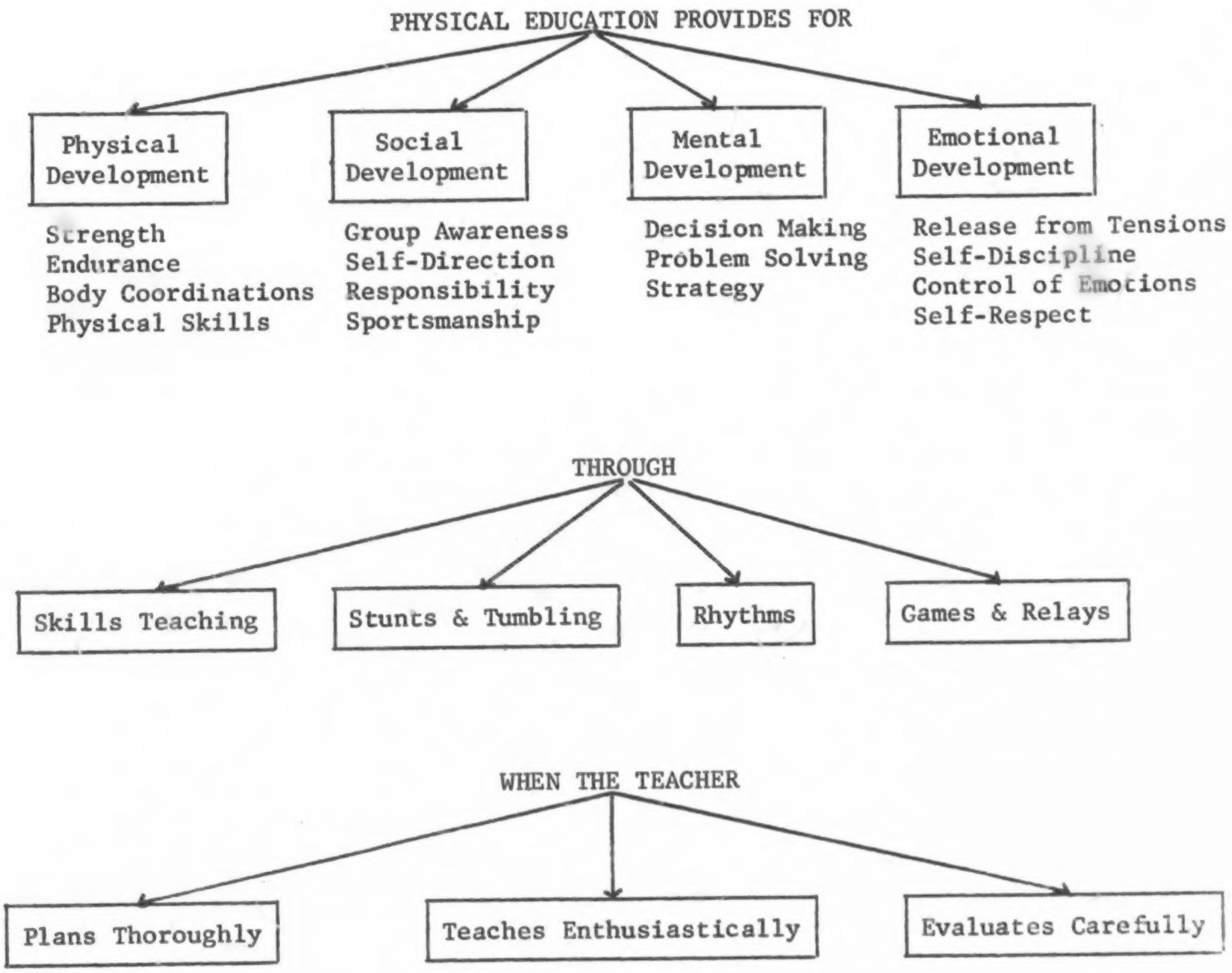
Two little fishes
Were having great fun.
(Wiggle last two fingers)
But one took a plunge,
And then there was one.
(Hand in plunging motion)

One tiny fish said,
"I like the warm sun!"
(Hold up little finger)
Away he went,
And then there were none.
(Put fist behind back)

Ant Hill

Five little ants in an ant hill
Busily working and never still.
Do you think they are alive?
See them come out---
1, 2, 3, 4, 5.
(Lift fingers one at a time)

Physical Education Activities and Games



PHYSICAL EDUCATION PROVIDES FOR

- Physical Development
  - Strength
  - Endurance
  - Body Coordinations
  - Physical Skills
- Social Development
  - Group Awareness
  - Self-Direction
  - Responsibility
  - Sportsmanship
- Mental Development
  - Decision Making
  - Problem Solving
  - Strategy
- Emotional Development
  - Release from Tensions
  - Self-Discipline
  - Control of Emotions
  - Self-Respect

THROUGH

- Skills Teaching
- Stunts & Tumbling
- Rhythms
- Games & Relays

WHEN THE TEACHER

- Plans Thoroughly
- Teaches Enthusiastically
- Evaluates Carefully

Role of Classroom Teacher

Planning and teaching lessons.

Establishing class routines.

Providing for safety.

Evaluating with students and co-workers.

Role of Teacher Aides

General:

Set an example by kind of language used, dress, attitude, etc.

Observe children in all areas of curriculum to help in better understanding of children.

Be sure you are "professional" in use of what you know or find out about children, families, etc.

Talk to teachers and principal about problems or questions rather than discussing at coffee time, at home, etc.

Do not allow children to use you to get their way. Remember the teacher is in charge of the class.

Do not expect miracles; at first you will wonder what your role really is and whether you are really "doing" something.

Specific:

Teacher aides can assist teachers in the following ways:

Knowing the vocabulary of physical education.

Preparing Bulletin Board materials.

Preparing lists of books or resources in learning center.

Showing films.

Scoring skill tests planned by teachers.

Reviewing with individuals or small groups what has been taught.

Getting out gym materials.

Playing records for rhythms.

Keeping class or squad records.

Acting as referee.

Supervising recess.

Organizing recess activities.

Recess Games

General Objectives:

To organize and play a game without teacher help.

To develop leadership and followership.

To practice skills that may be used in other activities.

To promote the proper attitude toward officials or appointed leaders.

To play honestly and fairly without long delays or arguments.

To know and practice safety rules.

Recess games should be played and organized by students during recess periods. Use any of the following methods to introduce recess games.

1. Games can be introduced the last ten minutes of regular skill lessons and children encouraged to play them during recess.

2. Teachers can select the game of the week or game of the month and encourage children to have a tournament among themselves. A student can keep a record of the wins and losses.

3. Students can read the directions for games and play them during recess reporting problems to the teachers.

Word Call - SNIP

Formation: in a circle

1. Center man points to any in the circle, pronounces and spells any three letter word, and counts to 12 and calls SNIP. (Example: cat, c-a-t, 1-2-3-4-5-6-7-8-9-10-11-12-SNIP)

2. Before center man can finish, the one pointed to must name three words, each beginning with letter (first) of word. (Example: call-apple-take)

3. If the player fails, he becomes the center man.

Indian Running, Grade III (quiet, classroom)

5 or 6 players are chosen to leave the room. These players arrange themselves in any order, return to the room, running once around it and then leaving it again. Then they return and the other players must name the correct order of the players as they ran around the room. Child who is successful may choose five other children to leave with him and the game is played again.

Kim's Game, 4th, 5th, 6th grade

A quiet game to try out or test your powers of observation. This game came from the story "Kim" written by Rudyard Kipling. In the story Kipling has the game used as an observation exercise for secret service agents in India. Kim's Game is a favorite of Scouts and Guides all over the world.

You need: ten to twenty objects placed on a table, paper and pencil for each team.

1. Players study objects on table for two minutes.

2. When time is up, the game leader covers up the objects and each team makes a list of the objects they remember.

3. Team with the longest correct list wins.

Variation: (for younger players)
Have each player name a different object, in turn, with no two objects said more than once.

Attention or Quiet Games

Little Tommy Tittlemouse

Children are sitting on the floor in a circle. One chair is in the center for Tommy Tittlemouse to sit on. Children chant the following verse:

> Little Tommy Tittlemouse lives in a little house.
> Someone's knocking me. Oh, my!
> (One child knocks on back of his chair.)
> Someone's calling, "It is I."
> (The one child says, "It is I" alone.)

Tommy Tittlemouse must guess who the person is who is calling while his eyes are covered. If he guesses correctly, the person who knocked is then Tommy; if not, he is a dead mouse.

Doggie, Doggie, Where Is Your Bone?

Children sit in a circle on the floor with a chair for the dog to sit in the center. An eraser can be used for the bone. Children chant to the following verse while the dog's eyes are closed:

> Doggie, doggie, where is your bone?
> Someone took it from your home.

One child tiptoes up and steals bone. He puts it behind his back while all the rest put their hands behind their backs. The person who is the dog has three chances to guess who took the bone.

Memory Touch

"It" touches any object in the room; then touches another player; then sits down. The next player touches the first object; then one of his own; then another player; and so on. Anyone failing to recollect sequence of objects must forfeit his turn, and another player tries.

Birds Fly

Players sit around a table with palms on table; or sit in a circle with hands on knees. The leader calls in rapid succession a series of things which fly and some which don't. On each phrase, the leader moves his hands up and down as if flying, whether the object mentioned can fly or not. The players are to move their hands only when the object mentioned can fly. If a player "flies" on the wrong word, he is eliminated. Play until all are eliminated except one, who becomes leader for the next game.

Guess Who

One student sits in a chair in the front of the room with his back to the class and blinds his eyes. The teacher points to another student who comes up behind the one sitting and imitates the cry of some animal. The one sitting then has three guesses to name the person behind him. If he fails to do this, the other takes his chair.

Tip-Toe Touch

Five students sit in chairs in front of the room; the rest of the class put their heads on their desks and blind their eyes while these five people tiptoe around the room and each tapsone person on the head. After they are seated again, the teacher gives a signal and those who were tapped come to the front and stand behind the person they think tapped them. If they stand behind the right person, they may take his chair and become the "tapper."

What's New?

All but one student put their heads on their desks and blind their eyes. Then one student changes the position of something in the room (moves wastepaper basket, erases something from the board, etc.) and when he gives the signal, the rest of the class tries to guess what he has done.

Seven Up

Seven children are chosen and stand or sit before the group. All the other children close their eyes and raise their hands. The seven children each tag one child who then lowers his hand. When all have returned to the front of the room, the children open their eyes and those tagged try to guess who tagged them. If they are correct, they change places with that person, and the game is repeated.

Santa's Pack

All the children form a circle, and one child becomes Santa Claus. All the others take the names of toys. Santa goes about the inside of the circle and calls off the names of various toys, either as a part of a story, or just listing them. When a toy's name is called out, he follows Santa, imitating that toy. But when Santa calls out "Merry Christmas" all the toys and Santa run for an empty place in the circle. The leftover toy becomes the new Santa Claus and the game starts over.

Reindeer and Santa

The reindeer sit in a circle with arms folded. Santa walks around the inside of the circle. One of the reindeer has been chosen to cough or sneeze. (Rudolph has a cold in his nose.) Santa tries to guess which reindeer sneezed. If he guesses correctly, he's Santa again. If wrong, the child who made the noise becomes Santa.

Sleepy Caterpillars

Play they are sleepy caterpillars and say:

Let's go to sleep, the little caterpillars said,
As they tucked themselves into their beds.
They will awaken by and by
And each one will be a lovely butterfly.

All sit up--ready to begin lessons.

My thumbs are starting to wiggle (wiggle thumbs-repeat 1st line 3 times
Around and round and round
My fingers are starting to wiggle (wiggle fingers)
Around and round and round
My arms are starting to wiggle (wiggle arms)
Around and round and round
My legs are starting to wiggle (wiggle legs)
Around and round and round
My head is starting to wiggle (wiggle head)
Around and round and round
Now all of me is wiggling (wiggle all of you)
And now I'll sit right down. (sit down)

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And that's all the wiggle that's left in me.
I'm just as quiet as quiet can be.

Physical Education Games

Farmyard Hen, Chicken, Goose, Turkey, Lamb

One child becomes the leader (the hen). The boys and girls follow the hen and her chicks wherever she goes, doing whatever she does, until she makes the clucking sound of a hen. On that signal, they run back to their seats, if they are in a classroom, or to their own roost or perch. The first one to perch on his roost is the leader of the farmyard animals the next time around. The leader may decide what type of animal the others will become.

Hoky-Poky

Children stand in a circle and sing Hoky-Poky song. As they sing the song, they do the actions.

You put your right foot in
You put your right foot out
You put your right foot in
And you swing it all about
You do the Hoky-Poky and you
Turn yourself about--
That's what it's all about!

Repeat: left foot, right arm, left arm, head, whole self.

Corners

Children are standing in one corner of the room or play space. (The teacher might have a discussion about corners: "How many corners do you see? Where are they?") The children might discuss different ways of getting to the corners--walking, running, hopping, skipping, etc When the signal is given, "Find a corner," the children will go as fast as they can to the corner of their choice. Other signals might be given "Come back to the corner where I am," or they may just change corners without a pattern for awhile.

Old Granny Tippy-Toes

The children are behind the goal line and a granny is chosen. She bends over and pretends she is looking for her glasses. The children come out from behind the goal line, chanting, "Old Granny Tippy-Toes lost her glasses and she can't sew." They chant this a number of times, and when Granny feels like it, she claps her hands, indicating she found her glasses. The children run for the goal line. If they are caught, they then stand with Granny and help her catch the others in the next chant. All participate at all times.

Trains

One child is designated as leader. Other children are on a line which is at the opposite end of the play area. The leader tells a story about the "Little Red Engine" using expressions such as: The train broke down (all squat); it was fixed again (stand with one arm held up to indicate the train is fixed); had orders to move slowly to the next town; had orders to turn around and go back. The group goes from one line to the other. The children are to do as the leader says. The last one to follow directions starts over at the beginning line.

Did You Ever See?

One child is chosen to go into the center of the circle and is leader. He and the rest of the class sing:

Did you ever see a rabbit
Go this way and that way,
Did you ever see a rabbit
Go this way and that.
Go this way and that way,
Go this way and that way.
Did you ever see a rabbit
Go this way and that.

The child can do any action he wishes; the class follows.

Active Games

One player is the "hen" and leads her brood (the other children) around the "cat" (a chosen player). She warns them of danger and the "cat" tries to catch any foolish "chicken" who fails to heed the warning of the mother "hen."

Shadow Tag

The object of the game is to step on a partner's shadow and at the same time to try to keep the partner from stepping on your shadow.

Turkey Feast (From Physical Education for Today's Boys and Girls, Andrews, Saurbourn, and Schneider)

Two lines are made at each end of the playing area. The space in between is called "turkey land." Within this playing area, two circles are made. The space within one circle is called "the Pilgrim's pot"; the other circle space, "the Indian's pot." Three children become Pilgrims and the same number become Indians and go to their respective pots. The remaining children become turkeys of different colors and stand behind one line designated as "turkey roost." The turkeys select a color they would like to be: red, brown, or tan. The game starts by the Pilgrims deciding on a color and calling, "Red Turkeys." All turkeys with that color run across Turkey Land to the other line, with the Pilgrims chasing. All turkeys tagged go to the Pilgrim's pot and help the Pilgrims tag when their turn comes again. When the Pilgrims are calling and chasing, the turkeys or Pilgrims cannot go through the Indian Pot. The Pilgrims and Indians alternate calling and chasing until all turkeys have been tagged and put in the pots. After the game starts as colors are called, boys and girls will be running from both sides of Turkey Land. When all turkeys have been tagged, the Pilgrims and Indians count their turkeys to see who caught the most turkeys for their feast. The original Pilgrims and Indians select others to take their places, and the game begins again.

Two Deep

One child is designated as a runner. Another child is designated as the chaser. The group stands in circle formation, facing the center of the circle, without holding hands. When the runner calls out "Ready!" the chase begins. The runner can stop in front of a child in the circle, thus making Two Deep in the circle. The "back" child then becomes the new runner. If the chaser tags the runner, the runner becomes the chaser and vice versa. If ever there is a slow chaser who can't seem to tag anyone, the teacher can call out "Change!" When this happens, the runner and the chaser will exchange places as though the runner had been tagged.

Indians in Tepees--variation of Squirrel in Trees

Two children join hands to form a tepee; one child is the Indian inside and there is one Indian left over. He is out in the cold and wants a nice warm tepee. When the big chief (the teacher, at first) flows a whistle or beats a drum, all tepees raise arms to open the doors, and all Indians change tepees. The extra Indian tries to get a tepee.

Indian Chief

All the children are in pairs, with one child being left over. This child is the Indian Chief. He calls out various activities for the partners to do, such as hop, or hold hands or go around in a circle, or hang onto hands back-to-back and jump up and down. However, when he calls, "Indian Chief" everyone must find a new partner, including him. The child left over is the new chief.

When played with younger children, they may just be paired up with no left-over chief. Then the teacher calls the directions. When "Indian Chief" is called, all the children find a new partner, but no one is left out, and the teacher is always the caller. The children do, however, enjoy changing partners.

Running Game

The teacher will have a whistle and will explain to the children that each time she blows the whistle they will look at her. She will be pointing her arm in a direction and they will run in that direction. When she blows the whistle again they will stop, look at her, and run in the direction which she is then pointing to.

Old Mother Witch

The children walk up to the witch, chanting:

Old Mother Witch
Fell in the ditch.
She found a penny
And thought she was rich.

After the chant, the witch turns around and asks, "Whose child are you?" If the child answers, "Mrs. Brown's," or "Mrs. Jones'," etc., the witch goes on to ask another child the same question. If a child answers "Yours," the witch chases them and tries to tag as many as she can. Those tagged become her helpers for the next time.

Red Light

"It" turns his back on the group. Players line up abreast at the starting line about 30 feet behind "it." Then "it" counts out loud. He can count to any number before calling out "Red Light," whirling simultaneously to face players. While he is counting and before he cries "Red Light" the players move toward him. When "Red Light" is called, players must freeze and play statues. Whoever "it" catches moving must go back to the starting line. The game is over when a player is able to advance to "it" and tap him on the back while he is counting.

Squirrels in Trees

Three children will get together and two will hold hands and circle their arms around the third. One child will be left without a tree or two children to put their arms around him. This child will be the squirrel without a tree. When the whistle blows, all the children must leave their tree and find another one. The one without a tree will have to watch closely and get one the next time. Be sure to change the children around so some are not always standing around as trees.

Animal Catcher

The children each choose an animal that they wish to be. The "catcher" calls out the name of some animal, and all those who had decided to themselves to be that particular animal must try to get behind the opposite boundary line without being tagged. As they are going from one boundary to the other, they must also imitate the animal's movements. The catcher must also do this, for if he were allowed to run all the time, he would probably be faster than any of the animals. Those caught must go to the "cage" and remain there only until all the types of animals have been called from one boundary to the other.

Fruit Basket Upset

Players line up in two teams facing each other with about 30 feet between them. "It" is in the center. "It" gives each player a name of a different fruit. (Some players may be given the same fruit) When "it" calls out the name of a fruit (example, oranges) those must run across to the opposite side without being tagged by "it." When "it" calls "Fruit Basket Upset" everyone must change over to the opposite side. The person who is tagged becomes the new "it."

Find A Home

All players are to spread out in a circle, each standing on a home plate consisting of a chalk circle with the exception of one child who is without a home. At the signal "change" all the children must leave their homes to find new ones. One player each time will be unable to find a home, and he drops out of the game taking with him any one of the home plates. There will always be one player without a home and each time one person will be forced out of the game. Those who still have a home at the end of a certain time are the winners.

Vegetable Soup

All the children will line up and then the teacher will blow a whistle. They will run in all directions until she blows her whistle again. When they hear the whistle blow again, they will run back to her and line up as fast as they can.

Red Rover

The children are divided into two groups of equal number. Each team joins hands and the two lines thus formed stand facing each other. The sides take turns repeating the following chant: Red Rover, Red Rover, let _____________ come over. The child whose name is called, tries to run through the opposite line between any two people in it. If he is successful, he can choose a player from the opposing team to join his side. If he is not successful, he remains on the calling side. The side with the most people at the end of the game is the winner.

What Time Is It, Mr. Fox?

All children line up behind a goal line. One child, chosen to be the fox, stands some distance in front of the goal with his back to it. The children call out, "What time is it, Mr. Fox?" and the fox calls out a time. The children take as many steps as the hour indicated. This procedure is repeated until the fox calls "Midnight." The children must then try to reach the goal without being tagged. Those caught become the fox's helpers. The last child to be caught becomes the next fox.

Cross The River

Two goals are determined and half of the children line up behind each one. One or more children, depending upon the size of the group, stand midway between the goals and try to catch children running from one goal to the other when the leader calls, "Cross the river." This procedure is repeated until the last child has been tagged.

Dog and Hare

The players form a circle and join hands. Two players are chosen from the ring, one to be the "hare"; the other the "dog." The "hare" pretends to be asleep in the center of the circle. He crouches on all fours and places his head low to the ground. The circle players start walking slowly around and around the "hare." They gradually increase their speed by running, galloping, or skipping. The "hare" awakens and hops about, occasionally sitting up to wiggle his long ears which are represented by his hands placed at either side of his head. Meanwhile, the "dog" is outside the circle, awaiting his opportunity to chase the "hare." His chance does not occur until the circle players suddenly stop moving. Even then, they may crowd together to help the "hare," although they must not stoop or sit. When the "hare" is caught, he chooses a circle player to take his place, and he becomes the "dog."

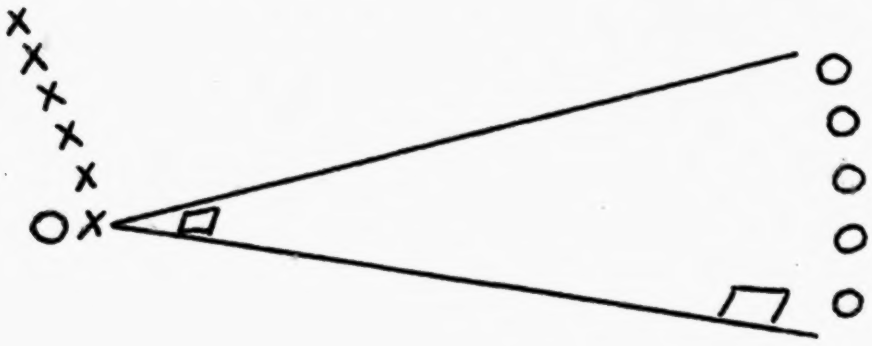
Recess Games

Encourage good play and abiding by the rules. These games can be taught to children to be played during recess periods.

Kick It and Run

Skills Needed:
- Kicking with toe
- Kicking with side of foot
- Passing a ball
- Fielding a ball

One team is the kicking team and the other the fielding team. The fielding team has a catcher behind home plate and others arrange themselves as shown in diagram. A soccer or utility ball is placed on home plate and to begin the game the first kicker steps up and kicks the ball into the playing area. He then runs to first base and returns home. If he gets home before the catcher steps on the base with the ball, a run is scored for his team. If the ball reaches home before the runner, he is out. The kicker is automatically out if the ball is kicked foul, or if a fielder catches it on a fly. After fielding a fair-kicked ground ball, a fielder must throw it to the catcher in order to put the kicker out--he cannot tag the kicker, step on home base himself or hand the ball to the catcher as would be possible in softball. A half-inning is completed when five kickers have each had a turn, regardless of the number of runs scored. The game continues in this way, with each team being allowed five kicks in each inning, until the end of the playing period.

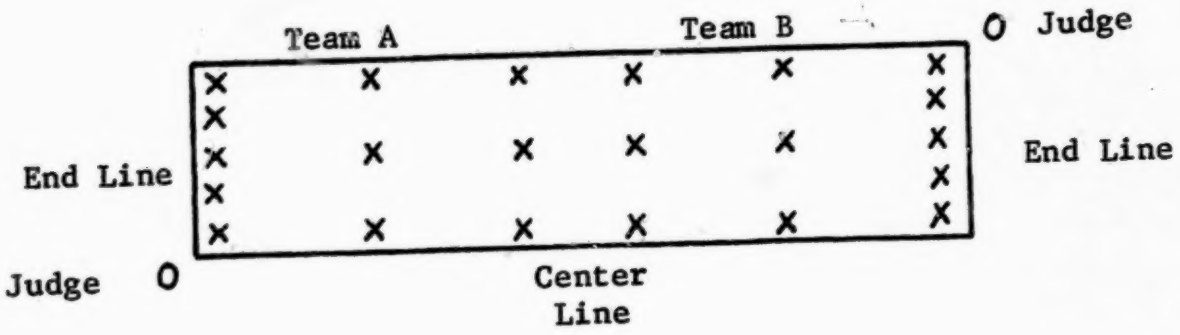


Bombardment

Skills Needed: Throwing a ball
Catching a ball

Two teams. Players take their positions anywhere within their team's area. Balls are given to players near the center line. Players try to throw the ball across opponent's end line. To score a point the ball must cross the end line below shoulder level. Use utility balls.

Suggestions: Encourage the players to intercept opponent's ball and get the ball in action quickly. The point is scored only if the ball goes over the end line below shoulder level. Have a student at each end line be judge and scorekeeper.



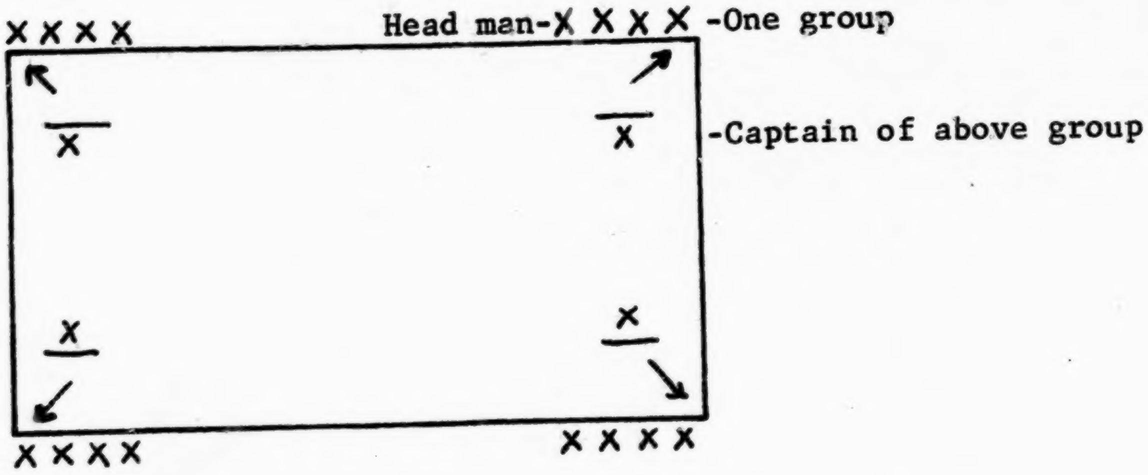
Corner Spry

Playroom

Supplies: 4 utility balls

Number of Players: 4 groups

Rules: Organize in groups as pictured below. The captain throws the bean bag or ball to each player in turn in his group, who throws it back at once to the captain, and so on until the last player is reached. As the captain throws to his last player, he calls "Corner Spry!" and runs to the head of the row; the last player becoming captain. The group that first succeeds in having all of its players in the captain's place wins the game.

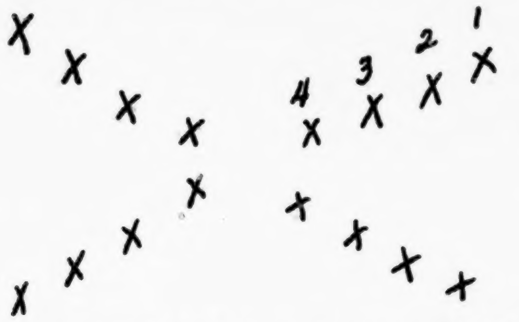


Educational Values: Fun--ability to throw and catch--leadership--honesty in staying behind line.

Suggestions: Draw a line that the group must stay behind and another the captain must stay behind; otherwise, the children will move closer together. Adjust the throwing distance to the ability of the group to catch and throw a ball. Have 6 to 10 in a group.

Circle Relay

Four to six concentric circles; teams face center of circle, one back of another like the spokes of a wheel.



Each player in turn tries to run around the outside of the circle faster than his opponents, return to his team and touch the outstretched hand of the next runner on his team. No player may start before he is touched by the incoming player on his team. A runner may pass any one of his opposing runners (either on inside or outside). As soon as the incoming player has touched off the next runner in line, he takes his place at the head of the line in the center of the circle, while the rest of the players move out one position.

Chase Ball

Divide into teams of not more than ten players. Two squads are given a ball and a definite area in which to play. This makes one game. Each team tries to keep the ball in their possession by passing it from one member to another and to prevent an opponent from securing the ball. The opposing team tries to intercept and catch the ball. A player may move about within the court, but he must stand still when he holds the ball in his hands. If he fails to do so, the ball is given to an opponent. Batting the ball out of a player's hands or rough play is considered a foul. The penalty is a point and possession of the ball by opponents. It may be well to have girls play a game and boys in another game. Use volleyball, basketball or football.

Rope Skip Relay

Several teams are lined up in relay formation behind a starting line. The goal should be about thirty feet in front of the starting line. Each player in turn tries to skip to the goal line and return as quickly as possible. When he completes his turn he hands the jump rope to the next player. This continues until all have had a turn. The team finishing first wins.

All Up Indian Club Relay

Teams are in single lines behind a starting line. Draw a circle on the floor a few feet in front of each team and place three pins, or any other objects in each circle. Draw a second circle twenty feet in front of the first circle. The first player in each team picks up one pin, runs forward, and places it in the second circle. He does the same with each club and when he has finished, he runs back and touches off the next player. The second player runs to the second circle in front of his line, returns each club to the first circle, and touches off the next player. If a club falls, it must be replaced before the player continues his run.

Walking Relay

Players are divided into equal squads. The squads stand behind the starting line and a goal is marked at the other end of the room or playground. At a signal, the first one in each line walks as fast as he can to the goal, swinging his arms and taking long steps. If he breaks into a run, he must come back to the starting place and try over again. He walks back and touches hands with the second player on his side, who does what he has done. The side finished first wins.

Streets and Alleys

Open formation with hands joined. One player is chosen to be "it" and another the runner. Both may run up and down the "streets" and "alleys." Players in open formation face in the same direction and join hands, forming "alleys"; upon signal from teacher, all players face right and rejoin hands with new neighbors, forming "streets." The "it" and "runner" may not break through hands or run under them. As soon as the runner is tagged, both players choose new players to take their places and the game continues. Change "it" and "runner" very frequently and give signal frequently to change from streets to alleys.

Three Deep

Players stand in a double circle facing the center. Two players step outside the circle; one is the runner, the other the "chaser" or "it." The game begins with "it" pursuing the runner around the outside of the circle. The runner attempts to escape by stepping in front of any couple before going more than one-half of the distance around the circle. In tagging, touch of the hand is enough. When someone steps in front of a couple, the back person becomes the runner. A large class should be divided into several groups.

Progressive Dodgeball

Gym - Playground

Supplies: Volleyball

Number of Players: Entire group, divided into 3 equal teams

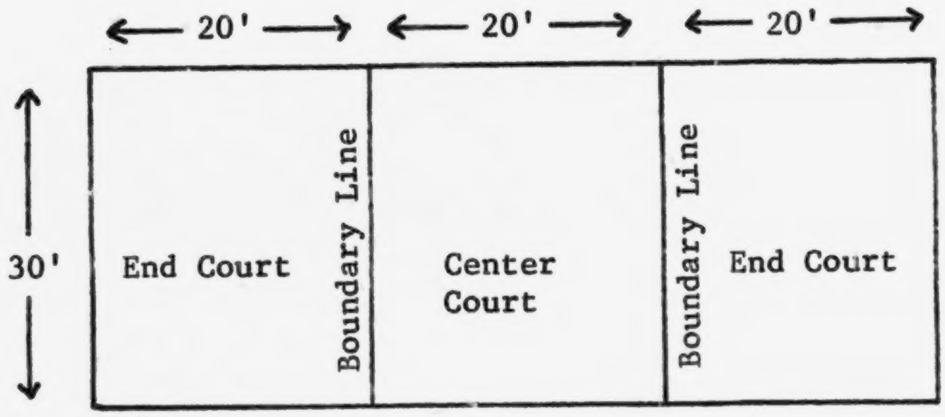
Rules: The center court player throws the ball in an attempt to hit a player in either end court. As soon as the ball hits the ground or hits a player, the player nearest the ball or the player hit gets the ball and throws it at one of his opponents. Players may run up to the boundary line to throw but may not step over it. Players who do not have the ball may run to the far side of their court and dodge to escape being hit. A point is scored against the team whose player is hit by the ball before it bounces. The team having the lowest score at the end of three designated periods wins.

The game is played in three time periods of five minutes each. At the end of each time period, the teams rotate courts so that each team plays in the center court for one period as the center court starts the action at the beginning of each playing period. No point is scored if the ball hits the player after a bounce. A point is scored against the team whose member steps over his team's boundary line.

Educational Values: Throwing effectively and accurately--dodging.

Teaching Suggestions:

Use two teams. One team plays in the center court; the opposing team divides equally and occupies the end courts. Play the game in two halves and rotate places at the end of the first half.



Prisoner Ball

Gym

Supplies: Volleyball or 8½" utility ball

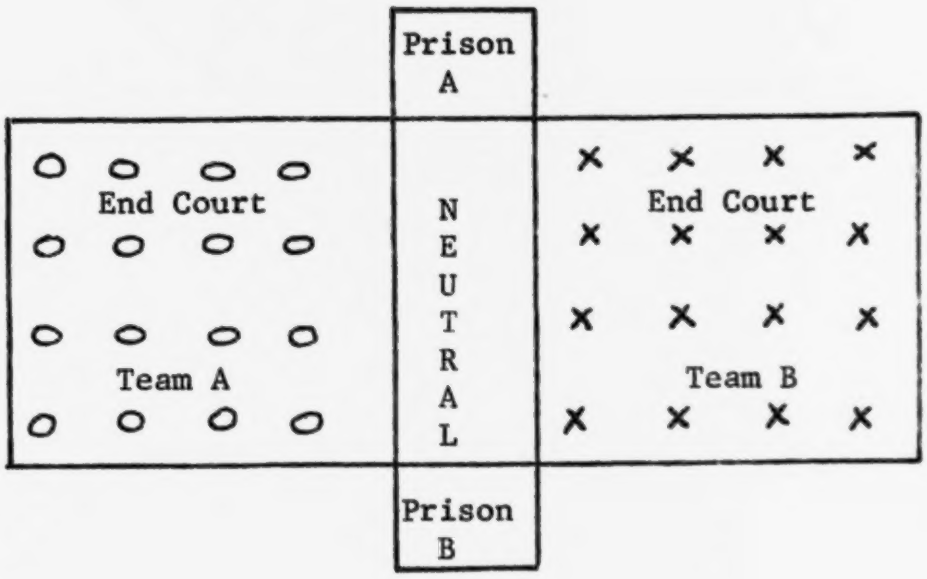
Number of Players: Whole class or small groups

Rules: Divide the players into two equal teams. Each team stands in an end court facing the other team. All players are numbered in consecutive order. Player No. 1 on Team A has the ball. Player No. 1 on Team A calls the number of any player on Team B; he throws the ball across neutral territory into Team B's court. Some member of Team B must catch the ball before it touches the ground or the player whose number was called becomes a prisoner and is sent to the area marked Prison A. If a member of Team B catches the ball, this player immediately calls a Team A number and throws the ball back. The game continues until one team gets all its opponents into prison.

If a ball falls in neutral territory or outside the court, it is a dead ball and the team opposing the one that threw it retrieves it and throws it.

Varation: A team may try to get back its own members by calling out the number of one who has been caught, such as "Prisoner No. 5" before throwing the ball to their opponent's court. If the opponents fail to catch the ball, Prisoner No. 5 returns to play with his team.

Educational Value: Throwing and catching--good lead for volleyball and party ball.



Shooting Gallery

Gym or Playground

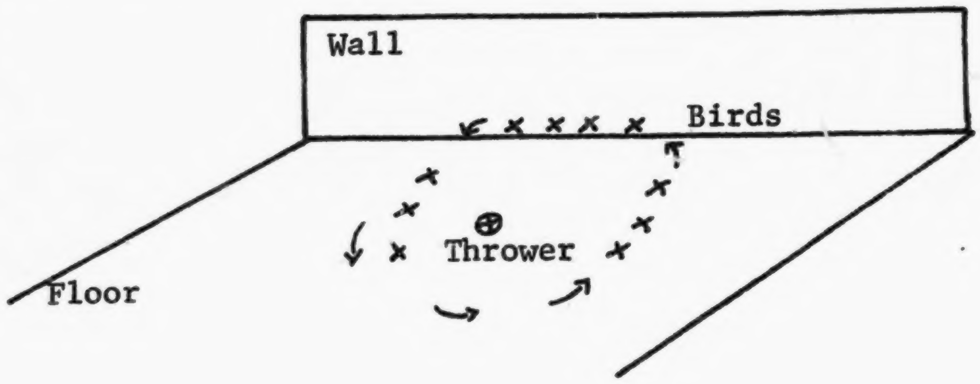
Supplies: 8½" utility balls

Number of Players: Whole class

Rules: Against the wall or fence, mark off an area about 15 feet wide. Players form a walking line along the wall. A thrower stands back about 15 feet from the wall. The thrower attempts to hit the players or "birds" below the waist as they walk in front of him. The players try to dodge the ball, but must not get out of line in doing so. A player who is hit takes the place of the thrower.

Variation: Alert ball--play in groups of six. Mark off a small area. Players line up against wall. Thrower attempts to hit players. The players try to dodge the ball, but may not move out of the area.

Educational Value: Throwing--dodging--alertness



Suggestions:
1. Avoid running as the group may become too rough and spoil the game.
2. Any player persisting in hitting above the waist should be put out of the game.
3. Change shooter if a player is unsuccessful after 6 shots.

WAYS AN AIDE MIGHT WORK IN THE ART PROGRAM

1. To assist the art teacher.
2. To assist the classroom teacher by extending teacher-initiated experiences in the classroom.
3. To provide assistance to pupils in small group activities.

Teacher's Responsibility for the Art Program

Plans the program to:

1. Fit the needs of the child (each student at his level of ability).
2. Expose the student to new ideas, material, and techniques so that they become his "tools" towards furthering his creative abilities and ideas.
3. Aid the student to set standards for himself.
4. Keep the student challenged to expand his horizon: perception--exploration.
5. Protect that delicate instinct of creativity in each individual.
6. Teach, practice, and insist on safety to protect all students.
7. Promote respect for the work of others in school.
8. Provide knowledge of our cultural heritage.
9. Promote respect for work of different cultures.

Child's Responsibility

1. To use his art time to his fullest creative ability.
2. To try each lesson or project: to give expression to some thought, idea or object.
3. To experiment to find ways he can express himself; ways he can use media.
4. To broaden his vocabulary both verbally and visually.
5. To use materials to create, not waste.
6. To learn to use the right tool for the job or problem.
7. To respect the rights and creations of others.
8. To care for his materials and tools.
9. To assume responsibility to maintain an attractive workroom by cleaning up his work area and aiding others.
10. To make his school more attractive through respect for public property and through his own creative efforts in art.

Teacher Aide's Responsibility to the Student

1. To be genuinely truthful in praising a child. (Any person resents ingratiating compliments about himself or his products.)
2. To be enthusiastic, to show interest, to listen and look.
3. To stimulate by suggesting ways of solving a problem, or making additions, or using different media or tools. (THE DECISION MUST ALWAYS BE MADE BY THE STUDENT!)
4. To aid him in accomplishing what he wants to create by supporting what he is working on, or by helping him to secure it.

Some Ways to Aid the Art Teacher

1. Be a good audience. (Learn with the children!)
2. Aid in preparing for demonstrations, films, slides, etc.
3. Aid in preparing materials for classes. (Mixing paints, glazes, paper-mache paste, cutting paper, fixing clay, etc.)
4. Aid in distributing and collecting student work.
5. Aid in storing work to be finished.
6. Aid in listening to students "talk" their problems out and in servicing their individual needs.
7. Aid in loading and unloading the kiln.
8. Aid in stripping and building bulletin board displays and other displays.
9. Aid in framing and mounting pictures.
10. Aid in checking and straightening tools and supplies.

Helpful Hints

BRUSHES	Brushes should be washed thoroughly after each session and stored either handle down in a can or else in a box. (Be sure the brush isn't bent into the end of the box.)
PAINTING	Have the child paint, not scrub. (The metal part of the brush that holds the hairs should not touch the paper!) Large masses or center of interest should generally be painted first, details last. Encourage them to put light colors next to dark colors (contrast), or to contrast by using different textures. Neatness and good craftsmanship is important. THE CRAFTSMAN USES HIS EYES, HIS HANDS, AND HIS BRAIN TO CREATE--THE ARTIST ADDS HIS HEART!
TEMPRA PAINT	Wet--Dilute with water to a thick cream consistency, for opaque painting or add extra water for a watercolor technique. Dry--Put the tempra powder into the water to mix. Mix it very thickly until smooth; then add water to the desired consistency To aid in keeping the paint suspended in the water, add a few drops of glycerin or liquid soap. To aid in painting on a wax surface or a surface that repels the water-based paint, add soap to the paint or paint the surface first with soap. Use all kinds of brushes (camel's hair, black bristle, regular paint brushes), sponges, found objects, etc.
WATERCOLORS	A drop of water on each color in the box at the beginning of a lesson softens the color and aids in achieving brighter colors. Paint light colors first. Dark colors will cover and show but light colors, being transparent, will not cover. Use soft camel's hair or Japanese brushes. Sponges are also helpful for effects.
FINGER PAINT	Have children put their names on the back of the paper first. Use as thick as it is in the jar. Wet the finger paint either in a sink or in a pan or with a sponge.

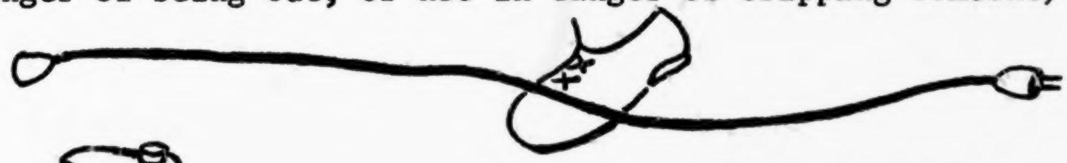
	Place about one teaspoon of paint on the surface of the paper. Use both hands or one to spread it over the entire surface. Experiment with using hands in different ways and motions for variety of effects. Press hard enough so the white of the paper shows through. If the paper becomes dry, sprinkle a few drops of water on it. If you work the picture directly on a smooth surface, you may "pick it up" by placing a piece of newsprint over it and rubbing gently.
CHALK	Use point or side for varied effects. Use lighter colors first as dark colors will cover while light colors will mix with the first color for a third color. If you want the third color, go ahead. Many times this is desirable. Use on dry paper or wet paper. Use the chalk dry or dip in water or buttermilk for soft effects. Work only on one side of the paper. Keep one hand clean to hold the clean part of thepaper to avoid smudges. Keep the picture fresh and direct or blend the chalk with fingers, tissue, or cotton.
CRAY PAS	Use basically the same as chalk. It offers the brightness of heavy crayon with the fluidity of chalk. DO NOT wet it or the paper.
CLAY	Work on a wet piece of canvas or a half sheet of newspaper. Pinch, pull, press, squeeze, mold, smooth, texture, study!
SPRAYERS	Do they jerk or slip? Are they dried out? Find the small hole at the end of the cylinder next to the handle and put in a few drops of oil. Repeat during the year and before you leave in the spring.
PAPER MACHE	Mixing flour into water is easier than trying to mix water into flour. I would recommend the cellulose wall paper paste on the art order. It mixes very smoothly and has no odor or spoilage, and is very transparent.

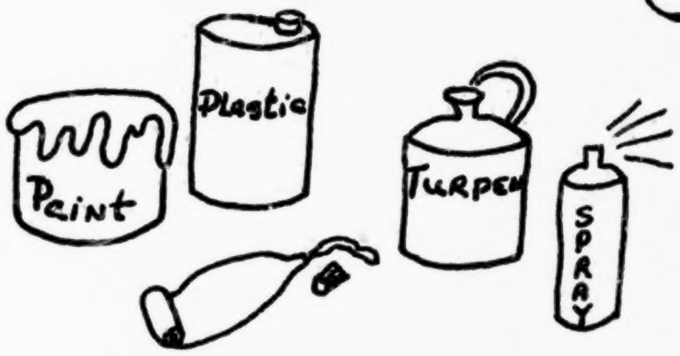
EMPHASIS: Safety

- Be safety prone: -- make your students safety conscious.
- Instruct your pupils in the care and use of each tool as if you were sure they had never seen any tool before. Remind them OFTEN!!
- Scissors and any sharp tool should be carried point down. (Pencils, brushes with pointed handles, rulers, compasses, sticks, wire, etc. should be considered in this category also.)
- Tools should be distributed in an orderly manner.
- Cutting tools should be sharp enough so undue force is not necessary. A dull tool is dangerous!
- Cutting tools should be used so the artist is pushing away from himself. Encourage children to always use blocks, holders, and vises.
- Sufficient space is important when using tools or materials that might be of danger to other students (wire).
- Tools that are put away each period will be of no danger to the uninitiated, or a temptation for experimentation on woodwork or someone else's project.
- Every accident is dangerous. Even a small cut or puncture can become serious. Report all accidents.

FIRE HAZARDS

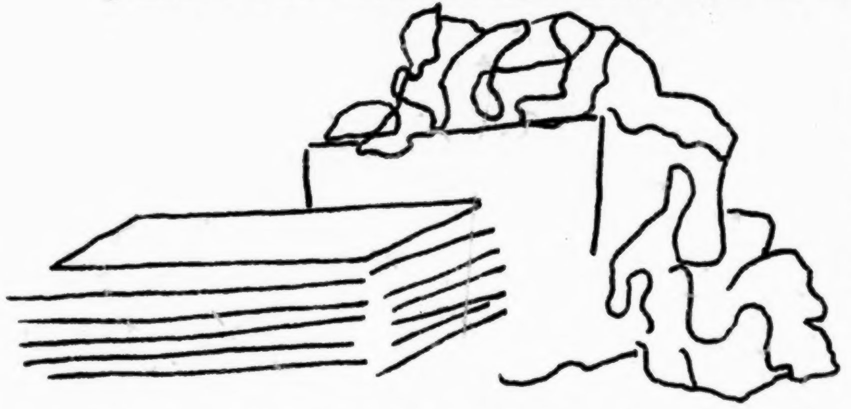
ELECTRIC CORDS: Be sure the entire cord is in good shape. Repair any frays or breaks only with regular electrician's tape. The colored tape we distribute is not fireproof and, therefore, unsafe. Check to be sure the cord is in a safe place (not next to heat or in danger of being cut, or not in danger of tripping someone)!





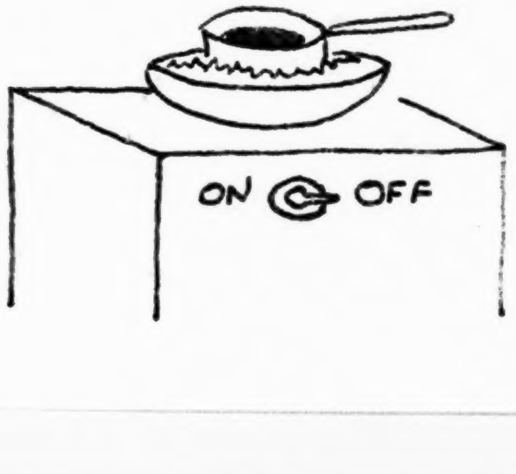
Duco or airplane cement, paints and lacquers, sprays, brush cleaners, plastics, etc., should be stored in metal containers away from any heated area, such as a kiln. Glass containers are easily broken or cracked. High temperatures can also cause them to explode.

When using duco or airplane cement, or any "spray" be sure it is away from heat and that your room is well ventilated. In compliance with the request of the Fire Department, we have not been providing alcohol and turpentine. If you need to use them, buy only enough for a short period, such as two weeks. If you use inflammable materials for something special---use them with special care. When you dispose of any spray can, put it where the janitor will not inadvertently put it with paper trash to be burned.



WASTE PAPER: Paper scraps, piles of waste, undistributed work of students should be disposed of regularly. (A student "Captain" could assume command of the job for you.) Necessary newspaper and all other paper products should be stored away from kilns and any other heat areas.

WAX OR PARAFFIN: For candles, pictures, etc., heat in a pan of hot water (double boiler). Melting these directly over heat can cause an explosive combustion. This method also lessens danger from drips or having the mixture run over directly onto the heating unit. PUT "TEMPTATION" AWAY WHEN YOU ARE FINISHED WORKING WITH IT!



AIDES IN THE READING AND LANGUAGE ARTS PROGRAM

The materials included in this section on reading proved helpful to aides who were either

1. working directly with a Reading Specialist in a Reading Center
2. assisting classroom teachers in the developmental reading program
3. working with classroom teachers in an individualized reading program
4. assisting various teachers with reading enrichment in a learning center.

Work of Paraprofessionals in Reading

1. Child - Aide - pronouncing Dolch words - vocabulary recognition.
2. Aide - working on child's developmental folder.
3. Aide - a group of children - playing a reading game.
4. Aide - making a tape recording - oral reading of child.
5. Aide - drama enrichment - a group of children.
6. Aide - a group of children - listening to a record.
7. Aide - checking out books with children for independent reading.
8. Aide - checking work done with overlays in reading workbook.
9. Operating film projector.
10. Dictation of stories.
11. Keep record of independent reading.
12. Library day - (Story lady) reads a story.
13. Helping children when they arrive at the Center.
14. Posting children's work.
15. Keep inventory of all materials in the Center.
16. Clerical work - typing.
17. Assisting with arts and crafts.
18. Listen to children report on books.
19. Writing sentences at the chalkboard.
20. Setting up overhead projector and reading machines.
21. Teacher - Aide - planning time at the beginning of the day.
22. Maintain order when the teacher has to leave the Center.
23. Provide help in the use of programmed materials.
24. Help with seatwork after the teacher has taught the class a specific skill in reading.
25. Aide calls nurse or parent to arrange for a parent-teacher conference.

Duties of the Reading Center Aide

The duties of the Reading Center Aide are divided into two categories: clerical and assisting in the teaching program. The amount of time devoted to each depends on the working relationship between the teacher and the aide and also on a very flexible schedule in teaching.

The teacher should have as clear an understanding of the aide's duties and/or possibilities as the aide does, so that from the beginning the aide is not relegated to merely a clerk or is not expected to do everything that the teacher does. There are limits for the aide in the teaching area and the teacher should realize this.

Flexibility in the work duties is another important factor. There must be room for experimentation in the early weeks. The aide should not be afraid to assume duties the teacher asks. Also she should not be disappointed or unhappy if the teacher feels certain duties should be returned to the teacher's area. Each aide will have some abilities or talents another does not have, and, thus, will be able to assist in areas that another aide perhaps cannot.

Daily, weekly, and monthly planning by the teacher and aide is invaluable to the aide as she can plan properly. There may be weeks when she spends 75% of her time working with the students on an individual basis, but again there may be periods where she will be busy recording, keeping folders up to date, testing, typing, etc. If she knows what the teacher wants, she can plan her clerical time to coincide with times when she is not needed in the classroom. Again this requires cooperation by both aide and teacher and a complete understanding of the planning for the classes.

The clerical work will be predominant the first six to twelve weeks of the Reading Program Year, as there are many records to be started. Some of the areas covered are:

1. Each child will have a folder in which information on him, his family and any other appropriate material will be recorded by the aide.
2. Materials for the Center will be unpacked, sorted, and recorded.
3. Through the year, needed supplies will be ordered by the aide.
4. At the beginning of the year, the aide will check with teachers on scheduling of pupils for Reading Center.
5. At the beginning and towards the end of the teaching year, tests must be arranged so they are ready to be administered.
6. Tests later will be corrected and profiled.
7. A library schedule must be set up: i.e., cards for each child to record books read.
8. Lesson plans for each week are typed by the aide so that easy references to the past procedure are available.
9. Aide should know how to operate all equipment--controlled reader, tape recorder, etc.--and should operate them for the teacher through the year, when asked.
10. Special booklets such as pupil's individual folders, alphabet books, reading thermometers, family word booklets, etc., are made by the aide.
11. Motivation tags for Reading Center students and Enrichment Hour students are made periodically.
12. Any games or equipment, such as Suffix Wheels, Bingo Games, and charts that can be made to help students, are done by the aide.
13. The bulletin board is kept up to date by the aide, either from the aide's own ideas or from suggestions by teacher.
14. Attendance records are kept and recorded in folders.
15. Conferences with parents are set up by the aide, either by telephone or by notes to be sent home. If special parent days are scheduled, the aide sends out the invitations. She is ready to help on this day by explaining equipment and procedures of the Center.
16. At the end of the session, all folders kept by the aide must be brought up to date and contain data on such items as: reading disabilities, Dolch Word 220 List, instructional reading level, teacher's evaluation of each pupil, all test results, and all parent, teacher and nurse conferences.

The assisting in teaching will vary from spending the entire time working with children to only a portion of the day. Areas covered are:

1. Spending a portion of each day going over plans with teacher.
2. Administering tests if teacher cannot because of conferences or other duties.
3. Handling the Enrichment Hour. Enrichment Hour is a period of time before or after the regular school hours in which any student is invited to participate. The aide could take complete charge of this, allowing the teacher more time for planning and conferences.
4. Handling the Library Hour. Each week some amount of time is spent encouraging reading. Story time, record playing, and going over library books available in the Center is part of this time. The aide can review the books, recommend them to children, keep track of child's preference in reading and his record. A chart for the library cards can be made, and the aide can get extra books from the public library to give more incentive to the student.
5. Work with students individually on study of Dolch words, endings, compounds, etc.
6. Take by dictation the creative stories of students.
7. Take charge of Reading Center when the teacher has visitors or conferences, or when the teacher is ill. This means weekly plans must be known to the aide.
8. Be a good listener when the pupil wants to talk or "get something off his chest." The teacher does not always have time for this and it is very important.
9. The aide assists in the regular teaching program whenever needed. Since individual assistance is very important, she works with one or two, and the teacher with one or two when students are reading, playing learning games, etc.

Reading Center Aide's Duties (Compiled by Aide)

Working with children:

Helping with book selections.
Listening to reports on books read.
Helping them write stories (spelling). (Also punctuation, grammar)
Supervising games.
Listen to children read for enjoyment.
Helping groups working on skills.
Supervising oral reading groups.
Working with individual children on skills needing practice.
Reading to groups.
Welcome children as they come to class.
Praising children for work well done.
Listen to anything children have to tell.

Secretarial work:

Correcting standardized tests, papers, workbook exercises.
Ordering supplies, returning rotating materials.
Filing reports, records, dittos, teaching materials.
Recording all information on children.
Keeping attendance.
Compiling all school and federal reports.
Keep library in order and cards up to date.
Typing correspondence.
Typing and duplicating teaching materials.
Arranging conferences.
Typing children's stories.
Maintaining records, individual folders, work folders.
Arranging bulletin boards.
Make games, flash cards for teaching aides and instructional materials.

General duties:

Operating AV equipment.
Telephoning about routine matters.
Running errands.
Distributing and collecting lesson materials.
Supervising class in teacher's absence.
Arranging and supervising games.
Supervise some types of reading activities.
Keep room in order.
Do routine testing--Dolch Word List.
Observe children's behavior.

Individualized Reading (Follow-up Activities)

Teachers should decide which activities listed are suitable for their grade level. The nature of the book very often will determine the type of activity.

1. A child may give an oral report to a small group of children (4 or 5) instead of to the whole class.
2. Write a character sketch.
3. When two or more pupils have read the same book, they might dramatize parts of it before a group.
4. Pantomime characters.
5. A diorama.
6. Mural (worked out by a group)
7. Mobiles--child reads several books by the same author.
8. Written summaries.
9. Riddles.
10. Panel discussion about the story or the author.
11. Choral reading.
12. Working out an experiment.
13. Prepare a puppet show.
14. Prepare a radio script.
15. Draw a series of pictures to be used as a movie.
16. Keep a reading log or diary.
17. Models of clay.
18. Collection of pictures to illustrate scenes from the book.
19. An original play, an essay, a topic.
20. Book reviews.
21. A chalkboard drawing.
22. Cartoon sketches.
23. Shadow plays.
24. Debate.
25. Working models.
26. Guessing author or name of book by listening to brief sketch.

27. Poster to advertise the book.

28. Fun with words.
    a. write sentences with new and interesting words.
    b. list words to depict a mood such as joy, sadness, fear, action, etc.
    c. find several ways to use the same word in a different setting.
    d. make a personal vocabulary booklet.

29. Make puppets.

30. Become an expert on the great old tales from a certain country.

31. List examples of figurative speech.

32. Chart of newspaper clippings related to book topic.

33. Enacting a conversational role.

The Sharing Period for Independent Reading

I. Bring Books Alive Through Puppetry.

  A. Book characters come alive when children represent them through puppetry.

  B. Children make their own magic.

  C. Allow children to choose the story they wish to produce.

  D. Puppet plays help the shy and withdrawn child; they help children to become cooperating members of their class.

  E. Puppetry sets free the tremendous imaginations of children.

  F. Puppetry will be enjoyed by any age group.

  G. Mechanics of Puppetry.

    1. Stories best suited should have action, should have timeless appeal, and characters should offer a challenge for imaginative creation.

    2. Determine the size of the stage as related to the number of characters who will perform.

    3. Use of the tape recorder for practice will present many advantages to the actors.

    4. Introduce sound effects.

    5. Practice voice changes.

    6. Vary the speed of the lines.

    7. Get the feel of the story through sounds, odors, and emotions of the characters.

    8. Choice of material should be within the ability of the children.

    9. Encourage the children to bring things from home to develop the properties for their puppets. (It's often surprising to the teacher what will show up when the pupils feel free to contribute.)

  H. Value of such experiences.

    1. It's fun! Children love it!

    2. Speech is improved.

    3. Opportunities for creativeness in art exists.

    4. Creative writing is involved.

    5. Book reading is enhanced.

II. Encourage Children to Join a Book Club.

A. Current facts on books circulating through Book Clubs:

40 million books each year are mailed to children.

30-35 Book Clubs exist.

Membership is close to 7,000,000.

Scholastic Magazines have over 6,000,000 pupils enrolled in more than 200,000 school clubs.

Weekly Reader Children's Book Club has the largest membership.

Children's book clubs are exciting.

They help children develop taste and appreciation for good reading.

B. Why not help your pupils to become members?

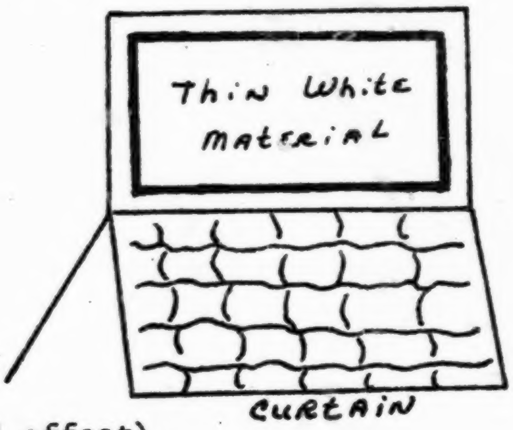
III. Presenting a Book Review Through the Use of Shadows Is Fun for Children.

A. A simple frame covered with a thin piece of white material is all that is needed.

B. Place a light behind the Shadow Frame.

C. Children kneel behind the curtain.

D. Allow children to introduce sound effects with their shadow play:



tears--a wet sponge (not a sound effect)

paper bags--an explosion

crumpled cellophane--fire sounds

blocks of wood (tapped) sound like a galloping horse

bubbling water through a straw

ringing of bells

use of music boxes

Suggested Activities for Children Who Have Read Library Books

(A variety of ways for making reports)

I. Activities and Experiences

A. Reading Aloud Activities

Reading: a complete story
- interesting parts of stories
- particularly striking descriptive passages
- provocative conversational passages
- parts which delineate characterizations
- humorous incidents
- important events of a story
- most important facts of informational material
- the child's own book reports, reviews, reviews of books in current newspapers

B. Oral Reporting Activities--Involving Telling Rather Than Reading Aloud

- Telling one's opinion about a book; giving valid reasons for liking or disliking the book
- Preparing a short monologue from a favorite story
- Telling humorous incidents
- Telling important events of story
- Giving an oral character sketch
- Choosing other titles for the story; indicating why these titles are appropriate
- Giving another ending for the story
- Comparing the current book read with a similar one in terms of content, makeup, design
- Debating reactions to the same book
- Listening to stories on radio, TV, recordings; reporting back to class
- Listening to other people's reviews of books; reporting back to class
- Interviewing authors; making oral digests of interviews for the class
- Conducting oral word games; illustrating sentences on blackboard, panel discussions, quiz games

C. Activities Involving Writing Experiences--Later Used For Audience Presentation

Writing: an opinion of a book, in prose or poetry form, for class bulletin board, class or school newspaper

brief biographical accounts of the authors

an advertisement or blurb for a book

two or three sentence comments about a book

original stories stimulated by stories read

simple satires on the stories; character sketches

brief impromptu skits, radio and TV scripts

a more ambitious playlet about a book

give endings to stories; comparing endings; giving reasons why

letters to pen pals in other lands about books read, e.g., comparing English editions of books, comics

one's impression of a book by listing descriptive words, e.g., for "Alice in Wonderland": amusing, fantastic, amazing

one's own questions about books, using them for discussions and checks on comprehension

riddles and playing guessing games with them

original materials on special topics which spontaneously come to children as they read, e.g., "If I Had Run the Zoo," "If I Lived in Fairyland," "If I Had Gone to Mars with Miss Pickerell"

D. Dramatizations

These overlap with the activities in other categories but are listed below because they specifically allow the child to project himself.

Dramatizing stories, poems, special events read about; devising and using props such as frames for TV screen, imitation microphone

Acting out skits, TV scripts, radio scripts, character sketches based on the actual content of the books read or created from the ideas suggested in the books read.

Pantomiming persons and events; playing charades.

Participating in quizzes patterned after well-known TV quiz programs, e.g., "What's My Name?" "Meet the Author," "The Last Word," "Twenty Questions"

Dramatizing through puppets of all different kinds: hand puppets, paper bag, stick figures, shadow plays, string puppets (commercial or self-made).

E. Activities Involving Other Expressive Media

Painting and drawing:

- favorite characters in books
- posters for favorite books
- a series of original illustrations for a story
- decorative designs for book jackets
- favorite scenes
- maps, graphs, time lines from informational materials

Making:

- collage posters
- book jackets
- dioramas, shadow boxes, cardboard stages, and other things with three-dimensional figures
- dolls representing favorite storybook characters, dressing them, using cardboard, paper mache, plastic, paper, textiles
- scrapbooks of various kinds and preparing the written material and drawing the illustrations; making picture files

Carving out likenesses of favorite characters, historical figures--using soap, clay, wood

F. Special Activities--Involving a Large Number of Books or Special Services

Making tape recordings of stories read aloud; children's book reports; children's ideas about certain books

Holding a class "Book Fair" or grade "Carnival of Books"; organizing categories for books; displaying books; preparing creative materials about the books

II. Charts and Displays

A. Charts and Displays Centered Around Books Read

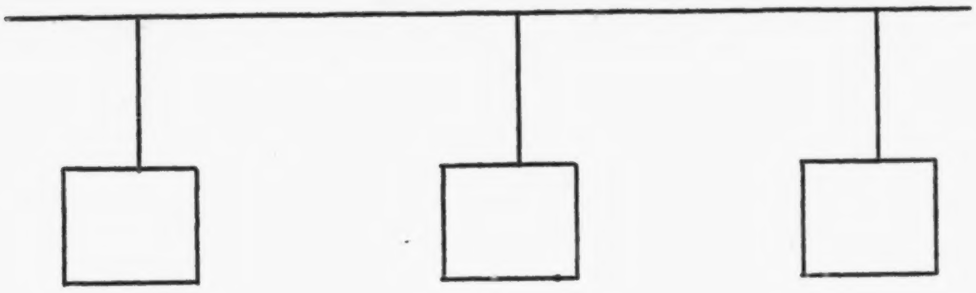
1. Books You Will Enjoy

Stories About People	Airplane Stories	Animal Stories	Funny Stories

This was a blackboard display. The figure of a person was pasted under the first category. Airplane stories were represented by a tissue paper parachute. Animal stories were indicated by a figure of an animal, and a large smile represented funny stories.

Under each category were displayed teacher- and children-prepared materials. These included blurbs, illustrations, short descriptions.

2.



This was a three-dimensional device standing on the window sill. The names of the books enjoyed were written and attached to this "wash line" of books. When kept over a period of time, the general interests of the children in the class became apparent.

3. Stories We Liked

In another class, there was a window sill display. This display contained dioramas and other three-dimensional exhibits.

4. What Are You Reading?

Fairy Tales
Science
Mystery
Myths
Animal Stories
Sports
Tall Tales
Adventure Tales
Poetry

The children illustrated this large wall chart with drawings depicting the various categories. They used this chart as an occasional check to see that their reading was wide and varied.

5. Biographies--People of Achievement

Biographies	Read By
John Paul Jones	David, Helen
F. D. Roosevelt	John
Clara Barton	Rosa, Joan
Lou Gehrig	Martin, Harold, Raphael

About fifty biographies were listed on this large wall chart. The children placed their names on the chart next to the name of the book they had finished reading.

6. Fields of Achievement

Baseball	Babe Ruth, Lou Gehrig
Medicine	
Armed Services	
Government	F.D.R., The Young Ike
Inventions	Wright Brothers
Writing	
Pioneering	
Science	
Nursing	Clara Barton
Poetry	
Social Work	
Nature	
Music	Irving Berlin

On this wall chart the children recorded the names of persons they read about to fit the fields of achievement. This was an ongoing experience, and the children filled the blank spaces as they read the pertinent books.

B. Charts and Displays Centered Around Reports About Books

1. We Report on our Books

Date	Name	Kind of Reporting
Oct. 11	Gilbert	Difficult words
Oct. 11	Raymond	Letter to author
Oct. 11	Elliot	Descriptive words
Oct. 13	Sharon	Book report
Oct. 13	Marion	Oral report
Oct. 14	June	Original poem

2. A number of charts were developed to help children get better acquainted with book characters. One such chart was called, "Meet Our Book Friends." On this chart were displayed a number of children's drawings of interesting book characters and their sources. Another chart was called "Storybook People." Affixed to this chart were simple cutout figures with movable arms and legs depicting in a humorous vein favorite characters from books.

3. Book jackets were used in many ways for charts and classroom displays. One such chart which bore the title, "Visit the Library for These," displayed a number of commercial book jackets. The blurbs on these jackets often acted as "teasers." Another wall chart called, "Books Are Fun," displayed both commercially-prepared and child-prepared book jackets for the same books. It was interesting to note that after the children read the books, they prepared book

jackets which were often quite different from the commercially-prepared ones. Often the child's book jacket showed deeper insight into the content of the story.

C. Charts and Displays Centered Around Interesting Words

1. Your Book

Which words best describe your book?

interesting
exciting
historical
dull
unreal
sad
scientific
absurd
gay
queer
life-like
unusual
wise
merry
amusing
factual
adventurous
humorous
marvelous
imaginative
mysterious
fanciful
instructive
weird

This was an ongoing experience. Words were added throughout the year. This chart formed the basis of word games dealing with synonyms, antonyms, and multiple meanings.

2. Beautiful Phrases

Phrase	Book	Page
by the craggy hill-side	Poetry	51
innocent and yet so wise		
still, warm, dusk		
the tree scratching its fingernails on the windowpanes		

As the children found new phrases they added them to this wall chart. Sometimes they drew pictures to illustrate the phrases. The children in this class enjoyed this experience over an extended period of time.

3. Words with More Than One Meaning

A table has legs but cannot walk.
A potato has eyes but cannot see.
The bank of a river has no money.

This wall chart afforded many opportunities for happy sharing of words. It was an ongoing experience, and new sentences were constantly being added. The main words of the sentences were drawn from the books the children were reading.

4. There were many variations of the types of charts listed in the three preceding samples. One variation was a class booklet which contained idiomatic expressions the children found interesting. These expressions were used as the bases for provocative discussions. Such expressions as the following were included in the booklet:

   a sharp tongue
   a chip on his shoulder
   a broken heart

   The children drew illustrations of the expressions. It was interesting to note that some of the children depicted the literal meaning of the words in the phrase, whereas others really attempted to depict the figurative meaning of the phrase.

D. Charts and Displays Centered Around Notices About Books

1. All About Us

   We thank:

   Linda for the many fine library books she brings to the class.

   Verna and Stephanie for the fine books and reference materials which helped us so much.

   John for the excellent radio script that he made from his story.

2. Look and Listen

   a. "Library Lions" every Sunday from 9:00 to 9:30 over WRCA-TV, Channel 4

   b. "Let's Listen to a Story" every Saturday, 9:05-9:30 a.m. Who would like to report back to class?

3. Hear Ye! Hear Ye!

   If you have read a book, please take a card and let us know your opinion. Tack it up on this bulletin board. It may help someone else to make up his mind about the book.

   Tacked on the bulletin board were several opinions about many books. Some of the cards included just a word or a short sentence. Other included a brief but complete report. Accompanying these were large illustrations or small marginal pictures.

4. What's Your Problem?

> Do you have goldfish, or are you planning to get some?
>
> Goldfish, our new book, tells how fish can eat, hear, swim, breathe. Maybe we can get some pointers for our class goldfish too.
>
> Feeling blue? If you want a good laugh, read Pippi Longstocking. Let me know if it dispelled your gloom.
>
> Henry's Problem: Henry has a salamander. His friend found it in the Catskills. He doesn't know what to feed it. Can you help him? Have we any books that might help?

When the children saw this blackboard note, a few not only gave the needed advice but actually brought in books to help him. Other children suggested specific pages in the class encyclopedia to aid him.

Reading Aide's Duties

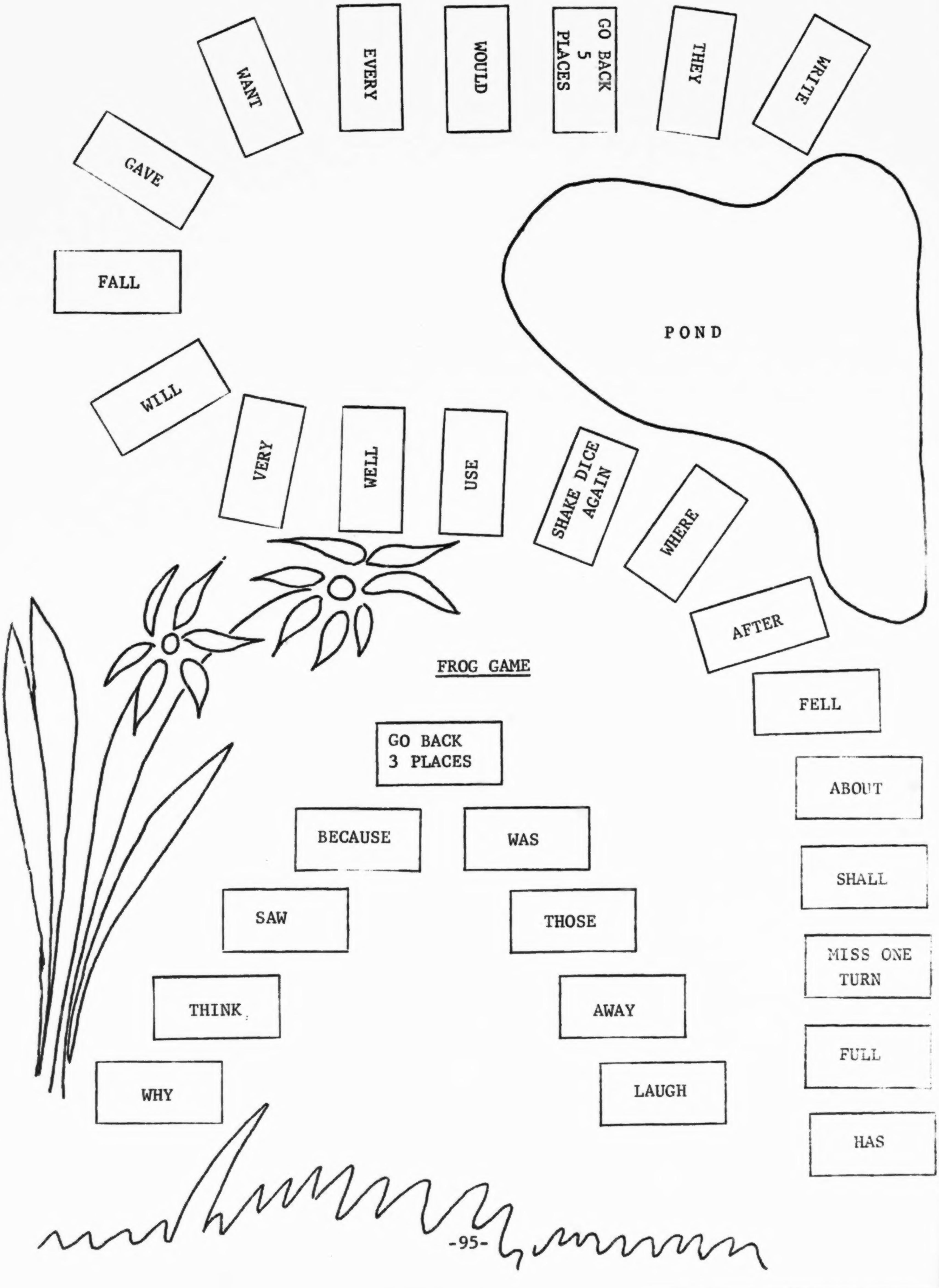
Clerical:

1. Keep all records.
2. Count words for comprehension tests and keep records.
3. Make charts and posters as needed.
4. Construct some types of worksheets.
5. Type and ditto worksheets.
6. Keep our room in general order.
7. Correct papers and workbooks.
8. Make word wheels.
9. Keep books rotated for library.
10. Keep book report records.
11. Help plan Enrichment.
12. Make new games for children.
13. Requisition materials.
14. Keep inventory of supplies.

Aide:

1. Spend Enrichment with children.
2. Read to children.
3. Use Shadowscope with children.
4. Help with Programmed Learning.
5. Play games with children.
6. Work in classroom when individual help is required.
7. Discuss library books with children.
8. After new work is introduced children sometimes go through the story with aide.
9. Work with phonics drills and Dolch Words.
10. Children read orally to aide for fun.
11. If activity requires splitting of age or group, one group works with aide.
12. Listen! Listen! Listen!

FROG GAME


WANT
EVERY
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GO BACK 5 PLACES
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FELL
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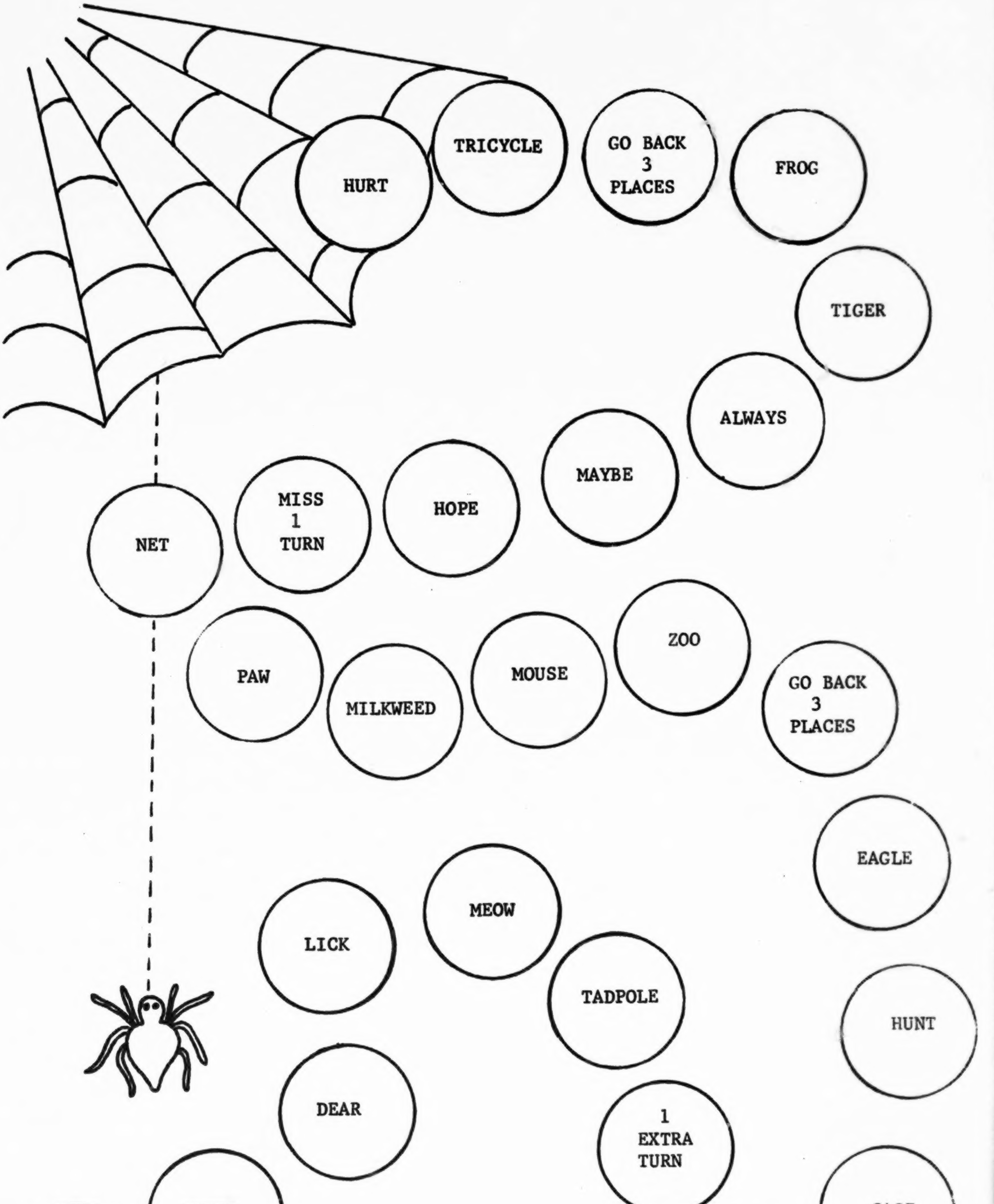
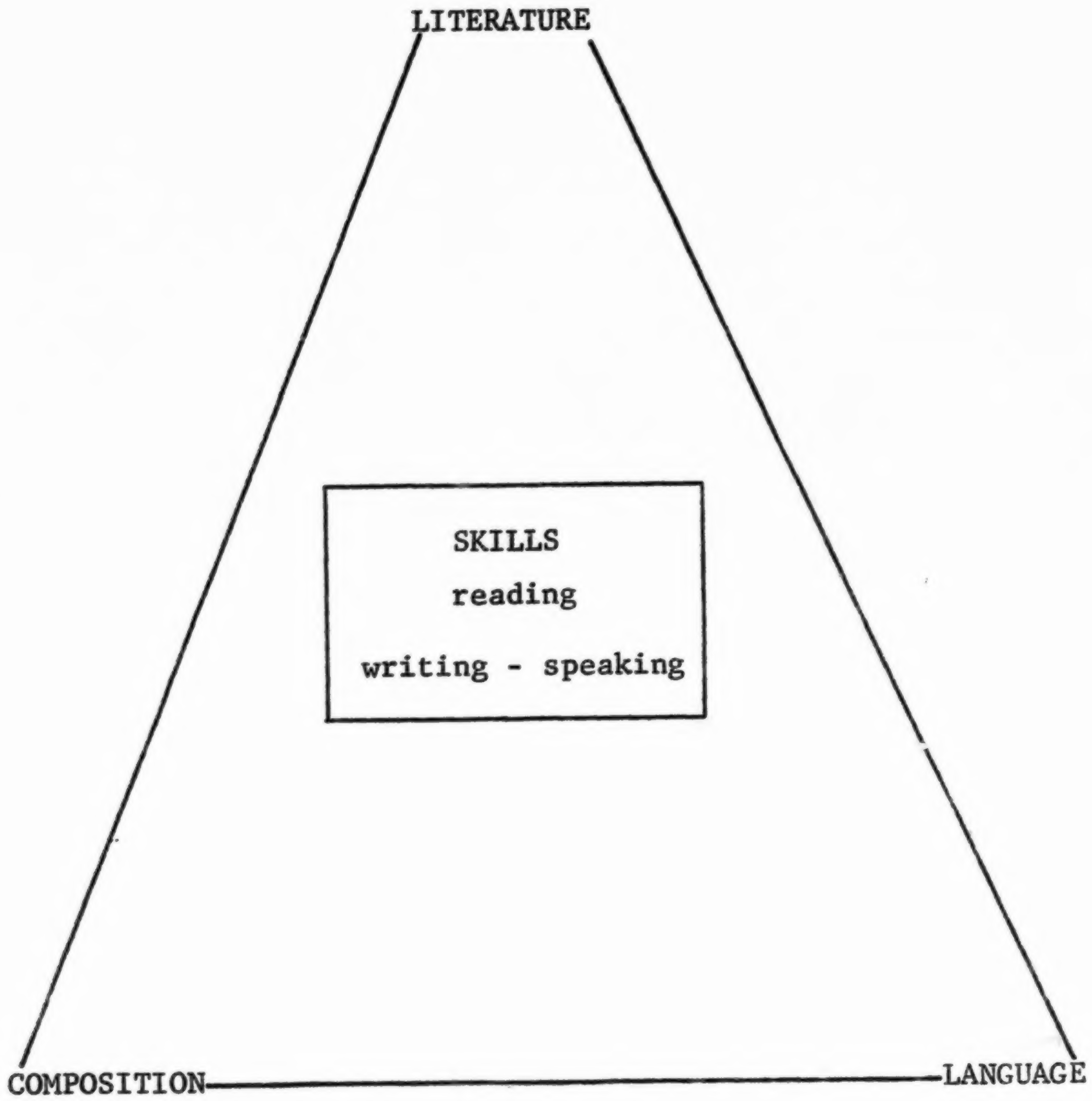

LEFT
UNTIL
DEAR
LICK
MEOW
TADPOLE
1 EXTRA TURN
CAUGHT
CAGE
HUNT
EAGLE
GO BACK 3 PLACES
ZOO
MOUSE
MILKWEED
PAW
NET
MISS 1 TURN
HOPE
MAYBE
ALWAYS
TIGER
FROG
GO BACK 3 PLACES
TRICYCLE
HURT

DEFINITION OF LANGUAGE ARTS


LITERATURE
SKILLS
reading
writing - speaking
COMPOSITION
LANGUAGE

The basic objective or philosophy of language arts is to make good communicators out of youngsters, to help them appreciate good literature that we have in our culture and to create an interest and desire for them to be inquisitive about the language arts.

The helping aide should first understand general ideas basic to the language arts education program.

1. Language arts is an organized structure. It is not incidental; it is not unplanned.
2. We use the child's interests and try to predict his future needs.
3. Plan some common learning activities for the total group. Something common for all.
4. Some learning activities are in smaller groups.
5. Begin where the child is. From the familiar to the new; hence there are many different levels in a classroom. Review to the new; concrete to abstract; easy to difficult.
6. Meaningful practice (drill) must be used.
7. Use instructional materials which are appropriate to the learner and to activity; hence a variety of materials is needed.
8. Unify language arts through the grades. This is a developmental program and each section tries to relate to the total program.
9. Separate appraisals are used to find where the youngster is, what progress has been made, where is he going.
10. Teachers are constantly relating research to their teaching--an aide gives the teacher more time to research.

The simplest way to discuss the language arts is to divide them into two basic categories: oral communication and written communication.

On the elementary level of oral communications, there are four activities:

(1) telling and listening to stories
(2) engaging in conversation
(3) show and tell
(4) planning activities

1. Children develop in a definite sequence in the area of story telling.
    a. Most children enjoy listening before they enjoy telling.
    b. The next step is to make up a story and tell it.

   c. At kindergarten and first grade, they can start to tell some brief stories.

   d. By second and third grades, the stories get longer and are done with more skill.

   e. Intermediate grades, the students continue to progress. They tell stories to a group and to a class. It just keeps going up the ladder; you can look for a difference all along the way.

2. Informal oral communication skills are handled and evaluated by looking at conversations.

   a. Age grouping of 6 prefer small conversation groups of 3, 4, or 5. This is why primary teachers set up inter-centers around their room. Here youngsters form small groups to converse. Teachers encourage and guide conversations as they work in those centers.

   b. Ages of 8 and 9 prefer conversation groups of 6-10.

3. Youngsters engage in oral conversation when discussing or planning activites.

   a. Kindergartners can only plan for the immediate present--what they are going to do for the next minute or two.

   b. First graders can plan cooperatively for that day or half a day.

   c. Second and third graders are able to plan for a day or two. This is why primary teachers don't talk about the coming holiday until it is almost there.

4. Thought-out speeches and reports are classified under Formal Communication. The child plans what he will say. This does not necessarily mean a lot of time preparing. It simply is not spontaneous as the above.

   a. In kindergarten and first grade, it is "show and tell" or "bring and brag."

   b. In second or third grade, it might be a report on a television program, weekend outing, book, or experience.

   c. Reports and speeches are found in the higher grades. The primary grades cannot report accurate information but by 6th grade, it is hoped a child can:

      (1) Select a topic--decide what to give a report on.
      (2) Locate information--resource material, people to interview.
      (3) Outline and organize the talk.
      (4) Give a report in his own words.

5. Formal meetings are another form of oral communication. Students at all levels need help with this kind of thing. They need to understand that these meetings are a democratic kind of affair. Everyone should have a chance to participate.

Written communications is the other aspect of the language arts.

1. In the lower primary grades, various items are labelled in the room.
2. In the upper primary grades, the children begin to label their own desks and notebooks with their names.
3. Below are ways of written communication. Sometimes an aide may do the first four, but be sure she's not depriving the youngsters.
    a. making of announcements
    b. written announcements
    c. written directions
    d. lost and found notes
    e. questionnaires
    f. tests
    g. reports and summaries
    h. bibliography
    i. invitations
    j. letters to pen pals
    k. business letters
    l. creative writing

An aide can help with the language arts--the oral and written communications--in several ways:

1. Listen to children tell stories. Keep your eyes on them all the time so they know you are listening. All you have to do is listen.
2. Speak to every child daily.
3. Use good English yourself.
4. Monitor formal meetings.
5. Help locate resource material for reports.
6. Hear trial runs of speeches.
7. Prepare some pictures and let them talk. Listen and watch. Accept what they have to say--right or wrong.
8. Listen to them read. Your teacher will tell you what she wants you to do when he comes to a word he doesn't know.

9. Read to them. If they are on the floor, don't stand, sit on the floor, too, so you are at eye level with them. As you read, hold the book properly. Show them only the large interesting pictures and then show them from left to right so they get the correct eye movement.
10. Make a library book exhibit--use concrete items that relate to the book's topic.
11. If you notice a child with a special interest, get him a book along that line.
12. Tell open ended stories and have them finish. Why not use the flannel board to make it more interesting?
13. Tape stories.
14. Take down dictated stories of children. Don't correct them.
15. Make attractive bulletin boards. (See page 12, and the Art Section.)
16. Help with handwriting. (See pages 106 and 107.)
    a. Know how the teacher taught them to form letters.
    b. Correct their way of holding pencils.
    c. Correct their way of placement of paper.
17. Make posters, flash cards.
18. May give spelling test. Pronounce word; use in a sentence; pronounce again.
19. Play spelling games.

Flannel Board Activities

Story Telling:

Children can make their own figures for flannel board to fit a story they have read. Using the figures and the flannel board, they can practice telling their story.

Spelling:

Using flannel letters, perhaps in scrambled order, students can come up to the flannel board and unscramble the letters to form words.

Holidays:

Put symbols of different holidays on the flannel board. (Examples: Santa Claus, turkey, pumpkins, witch, heart, Easter bunny, etc.) Have the children pick out only those that apply to one holiday.

Three Balls (comparing sizes):

A little ball	(Place smallest ball on board)
A bigger ball	(Place medium-size ball on board)
A great big ball I see.	(Use largest ball)
Now, let's count the balls we've made; 1, 2, 3.	

My Bicycle:

One wheel, two wheels on the ground;	(Place two wheels on board)
My feet make the pedals go round and round.	(Add pedals)
Handlebars to help me steer so straight,	(Add handlebars)
Down the sidewalk and through the gate.	(Add walk and gate)

Weather:

Make a large doll (about 2½ feet tall) out of cardboard covered with flannel clothing. Make clothing for various types of weather out of flannel or blotter paper: boots, mittens, hat, coat, sweater, raincoat, umbrella. Once or twice a week have a child come and dress the doll for the weather of that day. This is especially good when weather changes, as in early winter or spring.

Visual Aides--Counting Men for Math:

Construct three counting men out of stiff tagboard about 1½ inches high and label them H, T, and O. Use colored plastic clothespins for their fingers.

Play Thermometer:

Construct a play thermometer out of stiff tagboard and a red and white ribbon that the children can manipulate and change each day.

Flannel Board Cut-Outs:

Make flannel cut-outs of the characters in a story and place them on the board while telling the story.

Cut out colorful objects from a magazine and paste small pieces of felt to the back of them. Place one of them on the flannel board and begin telling a story that has something to do with that picture; then place another picture on the board and have a student continue the story including the second picture, etc. Mix the pictures up and begin again for a new story, using the same objects.

Reading Readiness Ideas

The teacher will make a tree from black construction paper and put it up on the bulletin board. The children will pick a color of construction paper and make a leaf and cut it out. The teacher should write the child's name on the leaf. Each day when the children come, they will pick out their own leaf and put it on the bulletin board on the tree. This activity will make the children aware of letters and help them recognize their names.

Picture Post Office:

Buy two 25-cent picture dictionaries and choose pictures of familiar objects to six year olds. Select the same set of pictures from each book, glue to tagboard, and cut out to make easily handled picture cards. Get a carton with cardboard separators--the kind in which pint-size glass foot containers are shipped. Set it up on one side, so that the partitions form "letter boxes." Fasten one set of picture cards to the letter boxes in alphabetical order and place the other set in individual mailing envelopes (unsealed). The children can devise many variations of "post office." One child may be the mailman and another visits the post office to ask for a letter for "Mrs. Turtle" or mail one to "Miss Umbrella." To maintain interest, change letters and cards often.

Vocabulary Tree:

Draw a tree with 5 to 10 apples on the board Show flash cards, and if one child says it right he will have knocked down one of the apples. See who can knock down the most, or if only one child is playing have him keep a daily chart.

Opposites:

The teacher will say a word and children will give the name of the opposite word; e.g., black - white; soft - hard, etc.

Trip to the Store:

One child begins by saying, "I went to the store and bought a cake." The next child says, "I went to the store and bought cake and bread." Each child repeats those items said by others and adds one item of his own. This activity will help a child's recall and his memorizing ability.

Spelling Baseball:

A diamond is drawn on the board. A small paper runner with masking tape on the back is used to go around the bases. One of a different color may be used for each team. Divide the class into two teams. The teacher is the pitcher and throws out the words to the teams. Each word correctly spelled moves the runner one base closer to home. A word spelled incorrectly makes an "out." Three "outs," and the other team is up. Also, it is a good idea to change teams after the team that is up has scored a run. Otherwise, one team will be up almost all the time.

Vowel Sounds:

Give out a worksheet with many small drawings on it. Under each drawing, have two words pertaining to it, but with different vowels, so that one of the words does not apply. E.g., under the picture of a rose, the words rise and rose; under a pen, the words pan and pen; picture of stamp, words stamp and stump. The pupils are to circle the correct word.

Initial Blends:

Under pictures of articles, have sets of words, one word the name of the object, the other word beginning with the same letter and with a similar ending, but having a different letter to form the initial blend. For example, under a picture of a frog, the words fog and frog; under a broom, the words broom and bloom; under skate the words slate and skate. The pupils are to circle the correct word.

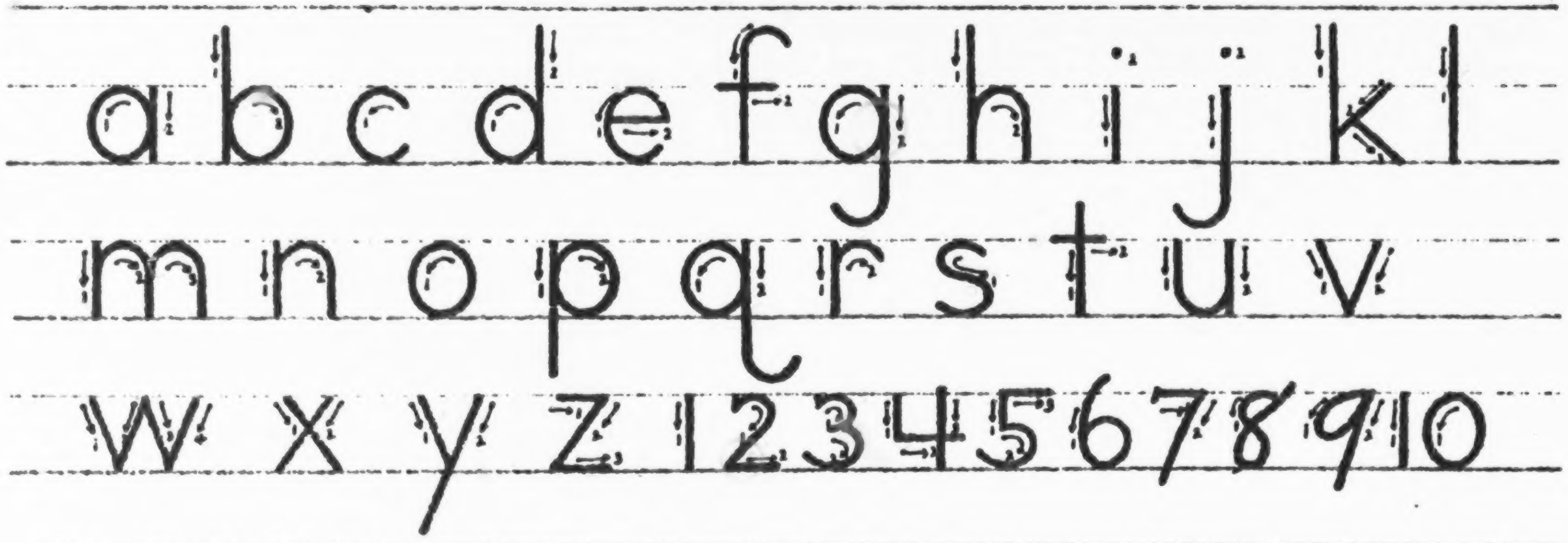
I'm Selling Lollipops (game for drill on colors):

Fasten different colored circles on the ends of tongue depressers to form paper lollipops. The children stand in a circle and all sing. A leader skips about the inside of the circle holding the lollipops. At the end of each time through the song, the leader stops and holds out a lollipop to a person in the circle. If that person can name the color of the lollipop, he gets to keep it and follow the leader around the circle. When all the lollipops have been claimed, a new leader is chosen and the game starts over again.

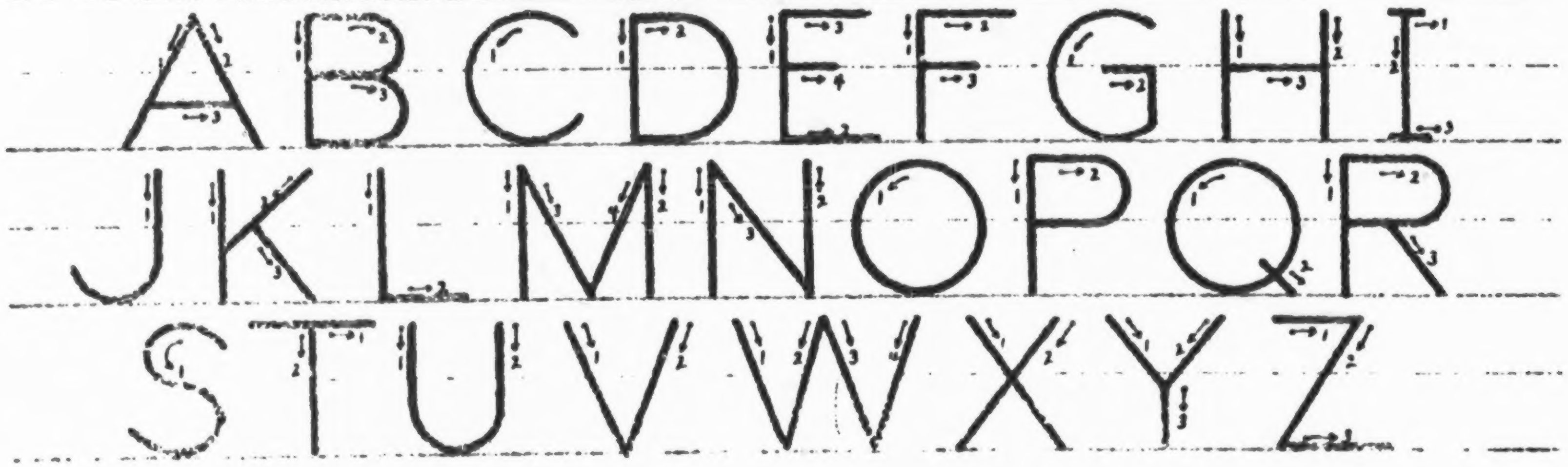
MANUSCRIPT ALPHABET SHEET

KINDERGARTEN - GRADE 3

LOWER CASE LETTERS

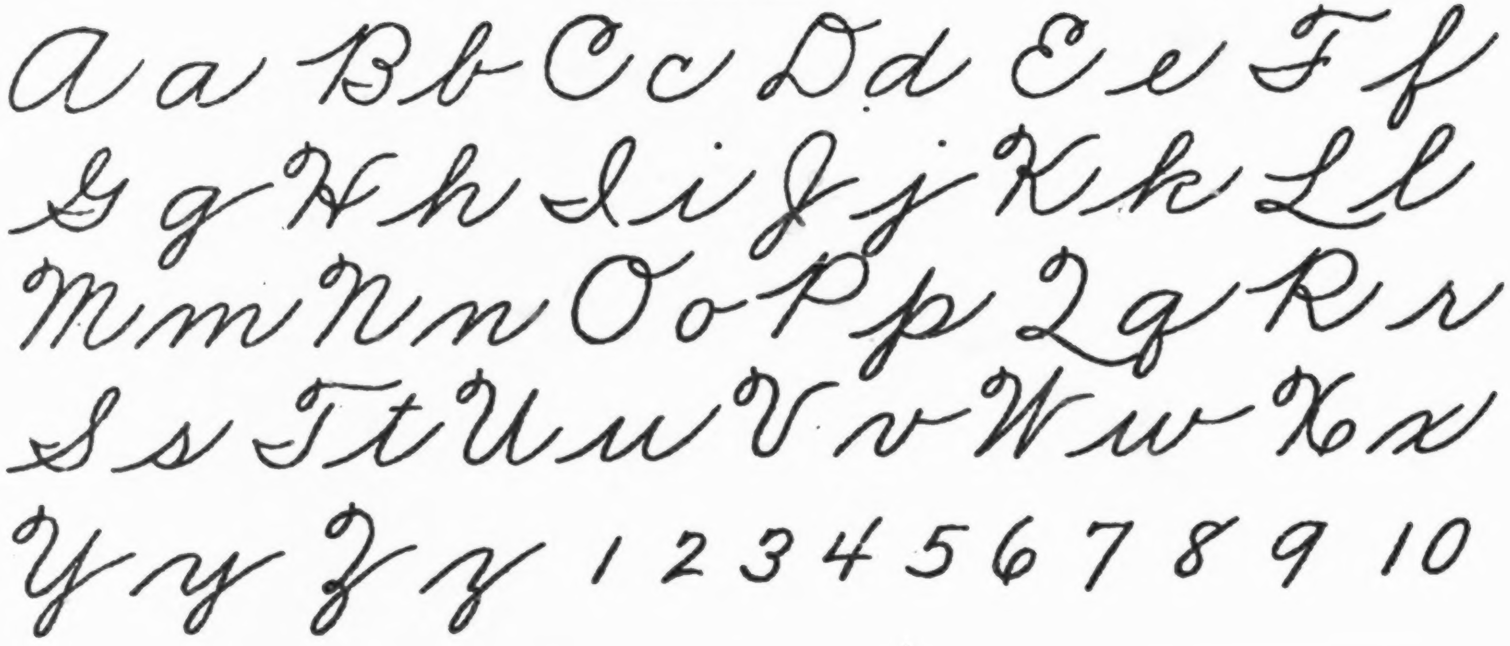

a b c d e f g h i j k l
m n o p q r s t u v
w x y z 1 2 3 4 5 6 7 8 9 10

UPPER CASE LETTERS

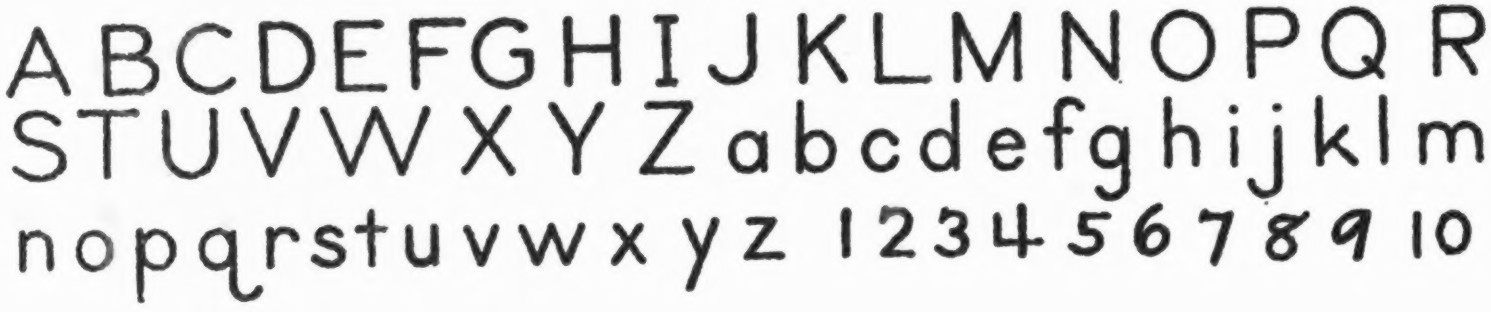

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

GRADE 3 - GRADE 6

CURSIVE ALPHABET


Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx
Yy Zz 1 2 3 4 5 6 7 8 9 10

MANUSCRIPT ALPHABET


ABCDEFGHIJKLMNOPQR
STUVWXYZabcdefghijklm
nopqrstuvwxyz 12345678910

WORKING IN THE LIBRARY

The purpose of the School Library is to aid in developing children's reading and learning and to assist the school staff in this objective. The School Library helps the child in several ways. It:

1. Encourages the development of a love of reading.
2. Contributes to academic achievement.
3. Discovers and develops special interests.
4. Cultivates independent study techniques.
5. Provides up-to-date materials and knowledge of how to use them.
6. Supports and enriches total educational program of school.

Personal Qualifications

1. Genuine interest in books and libraries.
2. Pleasing personality, with ability to get along well with children and adults.
3. Willingness to accept responsibility for the task assigned and for the hours assigned.
4. Ability to follow suggestions and directions in a cooperative manner.
5. Neatness and accuracy in performing routines.
6. Good judgment and tact.
7. Well-groomed appearance.

General Responsibilities

Under supervision, the volunteer:

1. Completes the processing of books and magazines.
2. Circulates library materials, charging and discharging them.
3. Issues overdue notices to homerooms.
4. Makes simple book repair.
5. Shelves and reshelves books.
6. Assists teachers and children wherever this is possible.
7. Assists in maintaining cheerful library atmosphere while good citizenship is emphasized.
8. Assists with displays and exhibits.
9. Establishes good rapport with all school personnel.
10. Discusses problems with the library aide or supervisor.*

*Taken in part from the "Handbook for Volunteer Service in the Elementary School Library, Cleveland Public Schools, Cleveland, Ohio.

Professional and Nonprofessional Work in a Library

Professional	Nonprofessional
Administration Determine policies and methods Determine reports, records, and statistics to be kept Study reports, records, and statistics Make contacts with officials and higher authorities Prepare budget Supervise expenditures Supervise building and equipment Prepare reports	Administration Keeps books and statistics Clerical and secretarial work connected with administration
Reference work Extended searching for information Assist patrons in finding material Make lists and bibliographies Indexing Examine new reference materials	Reference work Answer 'ready-reference' questions
Advisory work All readers' advisory work is at the professional level	
Book selection Book selection is a professional responsibility Decide on duplicates and substitutes Decide on titles to be discarded Budget book fund	
Circulation and registration Determine rules and regulations Handle complaints, arguments, etc. Supervise work of nonprofessional assistants Plan forms and records Explain use of library to new patrons	Circulation and registration Issue and receive books Slip books Reserve records and routine Renew books Overdue records and routine Sort and file book cards Count and record statistics Routine of registering borrowers
Book ordering Decide on placement of order Arrange for discount Correspond with publishers and book dealers Interview salesman Supervise book records for budget Search for out-of-print items Follow up overdue orders Supervise ordering of free material, documents, exchanges and continuations	Book ordering Search for book order data Fill in order cards Type order lists File order cards Check bills with books Acknowledge and record gifts Clip checked book reviews Check book lists with the catalog Clerical work on records Check receipt of serials and continuations

Professional	Nonprofessional
Accessioning Supervise recording of accessions	Accessioning Keep accession records Copy accession data in new books
Cataloging and classification Classifying books Assign subject headings and cross references Reference work connected with classifying and cataloging Make main entry card Revise cards made by typists Revise filing in card catalog Assign book numbers Decide on needed reclassification Correct errors and inconsistencies in the catalog	Cataloging and classification Type added entry and shelf list cards Withdraw books from records Order printed cards Change classification numbers on books and records File cards
	Preparing books for shelves Open books Collate books, if done Stamp or perforate books Label books Shellac books Type and past book plates, date slips, pockets
Shelf work Supervise shelves for order, condition of books, poor classification, etc. Supervise inventory	Shelf work Read shelves Shelve books Getting out and replacing books Assist with inventory
Work with periodicals and newspapers Selection Decide on duplication Place orders Supervise the making up of volumes for binding Supervise the handling of magazine exchanges Decide on titles to be bound Correspondence about missing numbers, errors, etc. List and annotate outstanding articles	Work with periodicals and newspapers Keep periodical and newspaper records Prepare newspapers and periodicals for use Keep periodical shelves and tables in order

Professional	Nonprofessional
Physical upkeep of books, etc. Inspect shelves for conditions of books Decide whether books shall be mended, bound or discarded Prepare specifications for binding Select materials for binding Negotiate and correspond with bindery	Physical upkeep of books, etc. Mend books All bindery routines Routine of discarding books Clean books Watch for and make minor repairs Make pamphlet and magazine covers Reinforcing pages of new books Mounting maps Make portfolios Mount pictures
Personnel work Selects employees Makes regulations governing employees Assigns duties Recommends rates of pay Supervises personnel records Conducts staff meetings Makes staff schedules Makes efficiency reports Encourages and supervises efficiency, self-improvement, welfare, etc.	Personnel work Checks time records Prepares payroll Keeps various personnel records
Audio-visual aids Selection Choose firms from which to order Revising classification and cataloging scheme Arrange for and order housing for various types of audio-visual aids Selection and supervision of machinery such as film projectors, phonographs, tape recorders, and overhead projectors	Audio-visual aids Type orders Type and file catalog cards Order Library of Congress cards for films and records Check out equipment and tapes, films, etc. Check in and replace equipment and materials Simple cleaning and repair of equipment and materials Making transparencies, overlays, etc.
Publicity Write articles for papers and magazines Give talks Arrange distribution of posters, lists, etc. Contact community groups Compose various publicity material	Publicity Make posters and displays Do typing and duplication of book lists and publicity material Help distribute material by mail, etc.
(Miscellaneous) Attend staff meetings, conferences Read professional literature Visit libraries Maintain bulletin boards	(Miscellaneous) Cut out pictures and clippings Keeping statistical records Keep reading rooms in order Typing Operate office machines Record, store, issue office supplies Sorting and filing

Teacher Aide Program

I. The Elementary School Library

  A. The library serves to support and develop the program and objectives of the school.

  B. The library is an extension of the classroom.

  C. It serves as a resource center of the school.

II. Physical Facilities

  A. The library should be a separate room in each building large enough to accommodate a class of children.

  B. Furniture should consist of tables and chairs to allow for informality and flexibility.

  C. Books and other materials should be conveniently arranged for best possible use.

III. Who Uses the Library

  A. All children in the school (grades K-6).

  B. The teaching staff of the school.

IV. How Is It Used

  A. Primary Grades (K, 1, 2, 3).

    - Reading readiness (story hour, picture books).
    - Familiarization with the library and with books.
    - Familiarization with library routine (check out books).
    - Supports reading program in lower grades (books selected at pupil's reading level.

  B. Intermediate Grades (4, 5, 6).

    - Opportunity to draw materials for reading, reports, and research.
    - A reading room.
    - Resource center to work on projects or research.
    - Place for group work or individual projects.
    - Acquaint pupils with library routine and organization (card catalog, Dewey decimal system, check in, check out procedures).
    - Opportunities to use audio-visual materials (filmstrips, tapes, records).

  C. Teachers

    - Select and coordinate materials with units they are studying.
    - Work with librarian setting up courses of study.
    - Separate section of professional materials for teachers.
    - Reading room and resource center for teachers.

V. Librarian

A. Resource person (good background in library science, children's literature and elementary school curriculum).

B. A teacher (understand pupil behavior and learning at all levels).

C. Selects appropriate materials for grade levels.

D. Teaches children to use the library properly (organization, selection, location, procedure).

E. Works closely with teachers on units (Science, Social Studies, Reading).

F. Works with parents setting up library aide committees.

- Pupil library aides groups.
- Parent library aide committees (voluntary).
- Teacher aide program.

VI. Suggested Functions for Library Aides

A. Clerical Functions.

- Circulation desk--receiving and charging out materials.
- Circulation--arranging, keeping statistics.
- New books--checking and processing.
- Typing and checking orders.
- Letters and requests for materials.
- Book mending.
- Periodicals--check, file, clip.
- Filmstrips--type cards, arrange file.
- File catalog cards.
- Audio-visual aids--processing to mechanical assistance.
- Overdues.

B. Semi-professional Functions.

- Gathering materials for verticle file--assigning subject headings.
- Special exhibits.
- Reading to small groups.
- Listening to children read.
- Assist children in finding materials.
- Utilizing special experiences or skills of aides, e.g., puppetry, travel, dramatics, etc.
- Gather materials for teachers.

C. Possible Problem Areas.

- Necessity for professional attitude.
- Policies established by librarian and principal.

Suggested Readings: Elementary Libraries and Children's Books

Inspiration:

American Library Association, Let's Read Together, Books for Family Enjoyment, 2nd ed., Chicago: American Library Association, 1964.

Arbuthnot, May Hill, Children's Books Too Good To Miss, Cleveland: Western Reserve University Press, 1964.

*Fenner, Phyllis, Proof of the Pudding: What Children Read, New York: John Day, 1957.

______________, Something Shared, Children & Books, New York: John Day, 1959.

Duff, Annis, Bequest of Wings; A Family's Pleasures With Books, New York: Viking, 1954.

___________, Longer Flight; A Family Grows Up With Books, New York: Viking, 1955.

Hazard, Paul, Books, Children and Men, translated from the French by Marguerite Mitchell, Boston: Horn Book, 1947.

*Larrick, Nancy, A Parent's Guide to Children's Reading, New York: Pocket Books, 1964. (paperback)

Sawyer, Ruth, The Way of the Storyteller, New York: Viking, 1962, pp. 131-150, "A Technique to Abolish Techniques" and pp. 165-186, "Storytelling as an Approach to Children's Books."

Smith, Dora V., Fifty Years of Children's Books, Champaign, Ill.: National Council of Teachers of English, 1963. (paperback)

Walsh, Frances, That Eager Zest, New York: Lippincott, 1961.

Ideas for Use with Children:

*Fargo, Lucile, Activity Book Number I, Chicago: ALA, 1938.

*_____________, Activity Book Number II, Chicago: ALA, 1942.

*Mott, Caroline & Baisden, Leo B., Children's Book on How To Use Books and Libraries, New York: Scribner, 1964.

*Especially useful.

Library Routines:

Currie, Dorothy H., How To Organize a Children's Library, Dobbs Ferry, New York: Oceana, 1965.

Douglas, Mary Peacock, The Teacher-Librarian's Handbook, Chicago: American Library Association, 1947.

Gardiner, Jewell, Administering Library Service in the Elementary School, Chicago: American Library Association, 1941.

Lowrie, Jean, Elementary School Libraries, New York: Scarecrow Press, 1961.

Wofford, Azile, The School Library at Work, New York: H. W. Wilson, 1959.

Dewey Decimal Classification

000	General Works
010	Bibliographical Science and Technique
020	Library Science
030	General Encyclopedias
040	General Collected Essays
050	General Periodicals
060	General Societies Museums
070	Journalism
080	Collected Works
090	Book Rarities
100	Philosophy
110	Metaphysics
120	Metaphysical Theories
130	Fields of Psychology
140	Philosophic Systems
150	Psychology
160	Logic
170	Ethics
180	Oriental and Ancient Philosophy
190	Modern Philosophy
200	Religion
210	Natural Religion
220	Bible
230	Systematic or Doctrinal Theology
240	Devotional Theology
250	Pastoral Theology
260	Ecclesiastical Theology
270	Christian Church History
280	Christian Churches and Sects
290	Non-Christian Religions
300	Social Sciences Sociology
310	Statistics
320	Political Science
330	Economics
340	Law
350	Public Administration
360	Social Welfare
370	Education
380	Commerce
390	Customs
400	Language
410	Comparative Linguistics
420	English Language
430	German Germanic Languages
440	French Provencal
450	Italian Rumanian
460	Spanish Portuguese
470	Latin Other Italic
480	Greek Hellenic Group
490	Other Languages
500	Pure Science
510	Mathematics
520	Astronomy
530	Physics
540	Chemistry Crystallography Mineralogy
550	Earth Sciences
560	Paleontology
570	Biological Sciences
580	Botany
590	Zoology
600	Applied Science
610	Medical Sciences
620	Engineering
630	Agriculture
640	Home Economics
650	Business and Business Methods
660	Chemical Technology Industrial Chemistry
670	Manufactures, Continued
680	Manufactures, Continued
690	Building Construction
700	Arts and Recreation
710	Landscape Architecture
720	Architecture
730	Sculpture
740	Drawing Decorative Art
750	Painting
760	Prints and Print Making
770	Photography
780	Music
790	Recreation
800	Literature
810	American Literature
820	English Literature
830	German & Other Germanic Lit.
840	French, Provencal, Catalan Lit.
850	Italian, Rumanian, Romansch Lit.
860	Spanish & Portuguese Literature
870	Latin and Other Italic Lit
880	Greek and Hellenic Group Lit.
890	Literature of Other Languages
900	History
910	Geography
920	Collective Biography
930	Ancient World History
940	European History
950	History of Asia
960	African History
970	North American History
980	South American History
990	History of Oceania

B. - Individual Biography

IDEAS FOR AN AIDE TO ASSIST THE TEACHER IN STRENGTHENING MATHEMATICAL SKILLS

Math Ideas for Use

Large Number Cards:

Paint free-hand and in different colors the numerals from 1-10 on 12 x 18 tagboard. Put up around the room one at a time.

Find and name the numeral which tells:

- The number of people in your family.
- The date today, only up to 10.
- How many children are absent.
- How many buttons on the front of your dress, shirt, etc.
- The number of our room.
- How many sides there are on a triangle, square, rectangle.
- How many chairs are at the round table; rectangle-shaped table.
- Where the large hand of the clock is pointing; small hand.
- How many tables there are in the room.

Name the colors in order of numbers (1 is on orange, etc.).

Find the numeral which is painted the same color as your dress, shirt, blouse, etc., and tell us its name.

Find the numeral which is the same color as the grass (sun, sky). Tell the color and name the number.

Rhythm Ideas:

Hop (run, gallop, etc.) over to number 3, 2, 4, etc.

Tap (jump, bend, clap) certain number of times--child finds correct numeral.

Sets:

Place an empty box beside or under numeral. Child collects sets of objects round in room and places them in the correct box.

Art Idea Using Shapes

1. Have cut from construction paper various-sized shapes.
2. Child arranges these on paper.
3. Pin down and teacher spatter-paints over them. (Makes very attractive "shape picture.")

Overhead Projector Use:

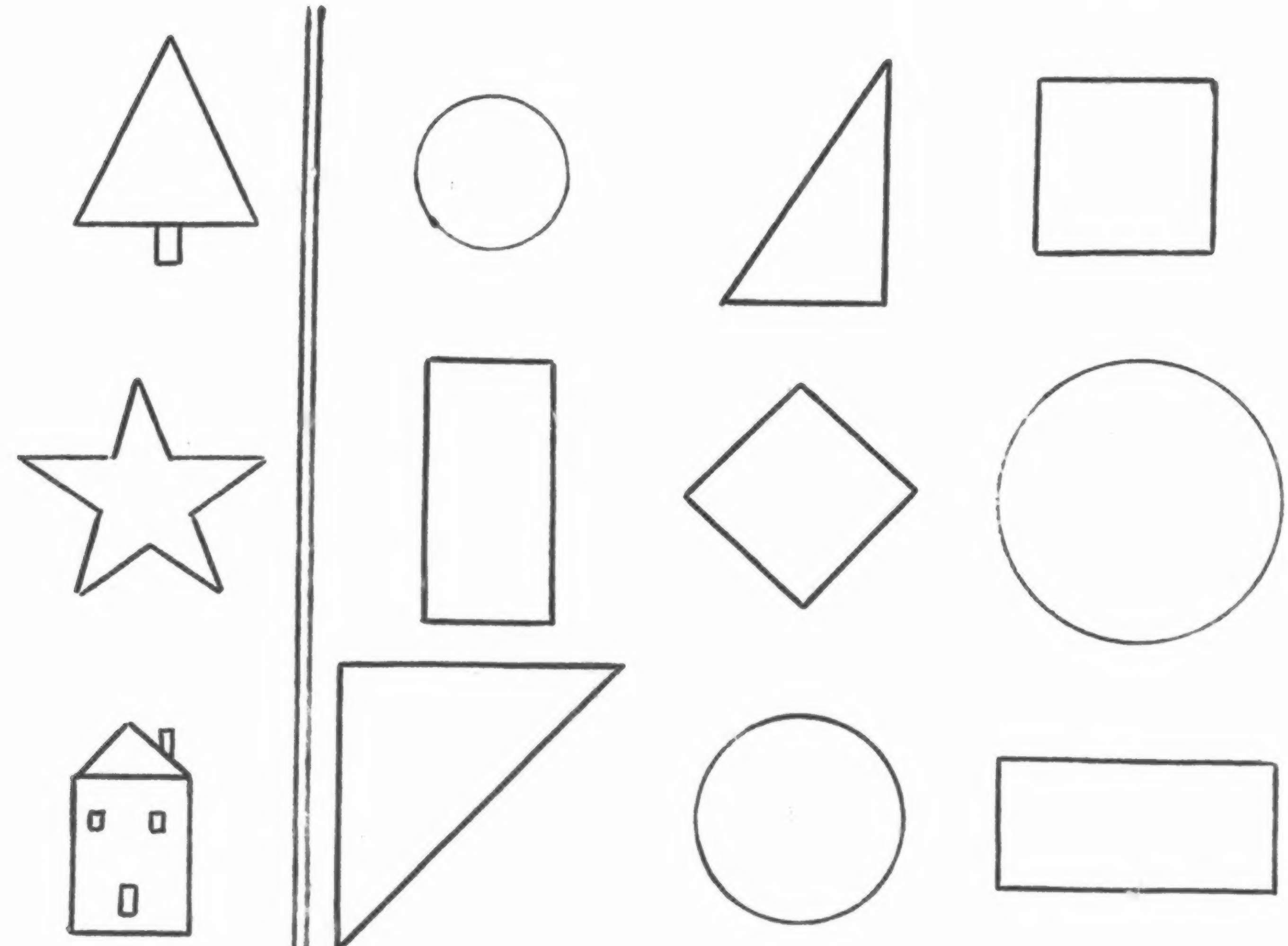
1. Project on chalkboard.
2. Children come up to board and mark as directed.
3. Advantage is that you can erase child's mark and original work remains for other children to use.
4. Another advantage is that you can show only one row or a small portion of the whole if desired.

Specific Ideas for Using the Attached Shape Worksheet

1. In the row with the tree, mark the circle (triangle, square). Since child's mark can be erased quickly, many children can be given a turn in a short period of time.
2. Similar directions can be given in the remaining rows.
3. The teacher marks a shape in each row; the child comes to the board and names those checked from top to bottom.
4. Similar to 3 but ask the child to name the shape checked in the row with the house (tree, flower, etc.).
5. Name the shapes from left to right in the top row.
6. Name the shapes in the row with the balloon (flower, etc.)
7. Name the shapes in the bottom row.
8. Find the largest circle. Mark it.
9. Find the smallest triangle. Mark it.
10. Find the smallest rectangle. Mark it.
11. Look at the triangle next to the house; make another shape of it by drawing two straight lines.
12. Look at the square next to the balloon; draw one straight line and make two different shapes.

This is only a beginning of the possibilities for using this page and for other ideas which can be adapted successfully for overhead projector use.

For Use on Overhead Projector



5's and 10's charts

Materials needed:
- heavy paper or poster board
- magic markers - 2 colors
- small circles, squares or other such objects for children to place on charts
- envelopes

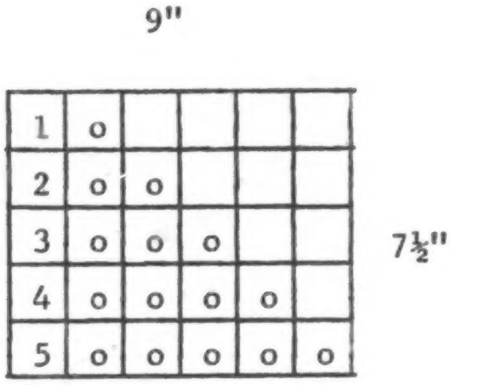
To make these charts, cut paper to appropriate sizes: 7½" x 9" for 5's chart and 15" x 16½" for 10's chart. With a yardstick, mark off spaces of 1½" square both ways. Next, with one color magic marker, draw the horizontal and vertical lines to make these squares. With a marker of a different color, write the numbers from 1-5 or 1-10 on some charts and the reversed order on other charts, 5-1 and 10-1. On the back of each chart, staple an envelope containing the correct number of shapes to fill the spaces on the cards as suggested by the numbers. As the children become more familiar with this, add more shapes so they can test themselves on the correct number to have. At first, the same shape and color are used for each number, but as time goes on one could also change to 5 or 10 different shapes or shapes of different colors.

Examples:

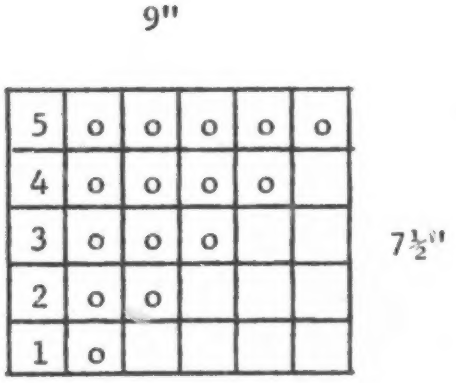
1 red circle
2 blue circles
3 yellow circles
4 green circles
etc.

1 square
2 triangles
3 circles
4 rectangles
5 diamonds
etc.

Uses:
- practice in counting
- matching number and object
- concept of simple addition--1 more
- concept of simple subtraction--1 less
- practice with shapes
- practice with colors
- as a game--children see who can do it correctly the fastest

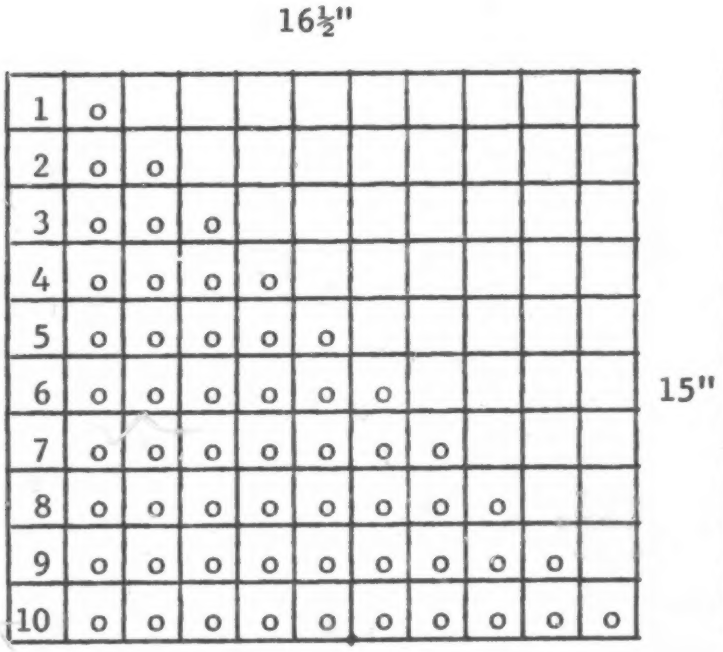


1	o				
2	o	o			
3	o	o	o		
4	o	o	o	o	
5	o	o	o	o	o

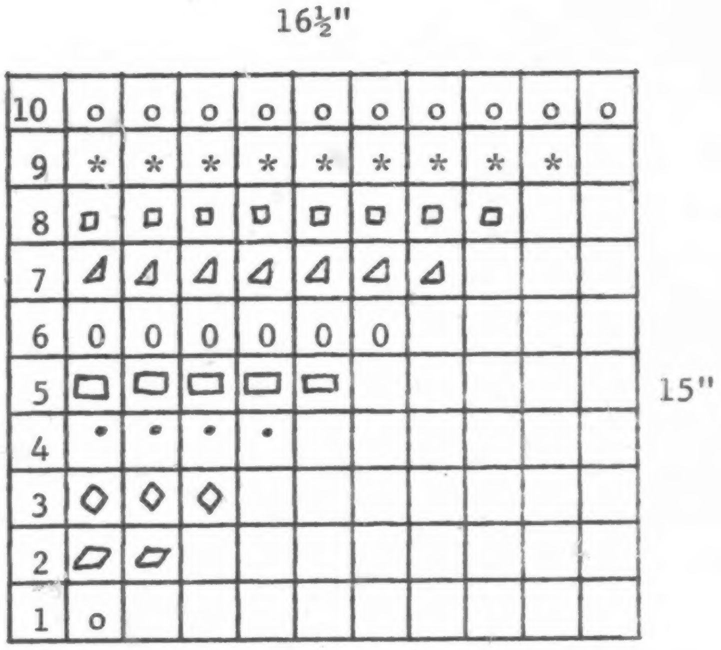


5	o	o	o	o	o
4	o	o	o	o	
3	o	o	o		
2	o	o			
1	o				

Children place number of objects on chart as shown above.



1	o									
2	o	o								
3	o	o	o							
4	o	o	o	o						
5	o	o	o	o	o					
6	o	o	o	o	o	o				
7	o	o	o	o	o	o	o			
8	o	o	o	o	o	o	o	o		
9	o	o	o	o	o	o	o	o	o	
10	o	o	o	o	o	o	o	o	o	o

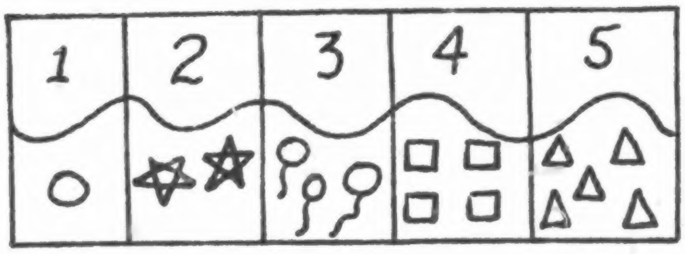


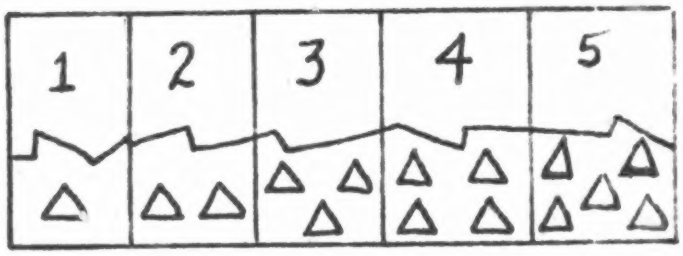
10	o	o	o	o	o	o	o	o	o	o
9	*	*	*	*	*	*	*	*	*	
8	□	□	□	□	□	□	□	□		
7	△	△	△	△	△	△	△			
6	0	0	0	0	0	0				
5	▭	▭	▭	▭	▭					
4	•	•	•	•						
3	◇	◇	◇							
2	▱	▱								
1	o									

Number-Object Game

Materials Needed: magic markers
poster board
scissors

Cut poster board into 10 pieces, each measuring 3" x 6". At the top of each piece, make the numbers from 1-10. At the bottom, make the corresponding number of objects, either alike or not alike for each one. Cut number and object apart using different cuts for each set. Then children can tell if their match is correct or not.



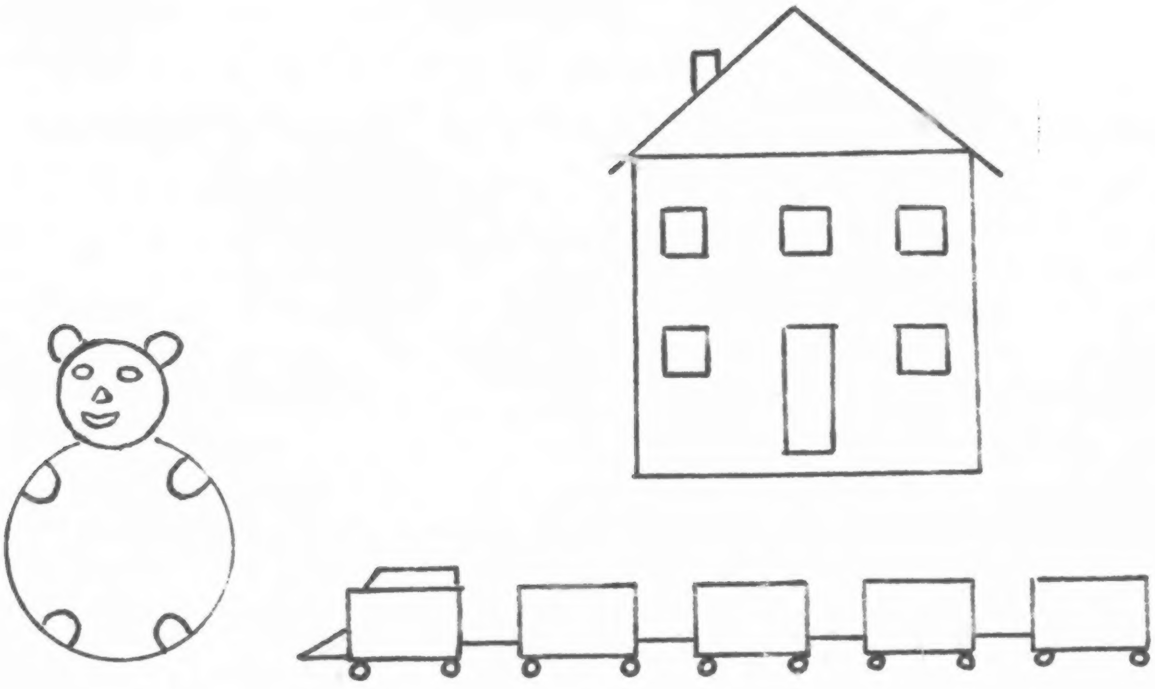


Colored Shapes

Materials Needed: white or colored poster board
scissors

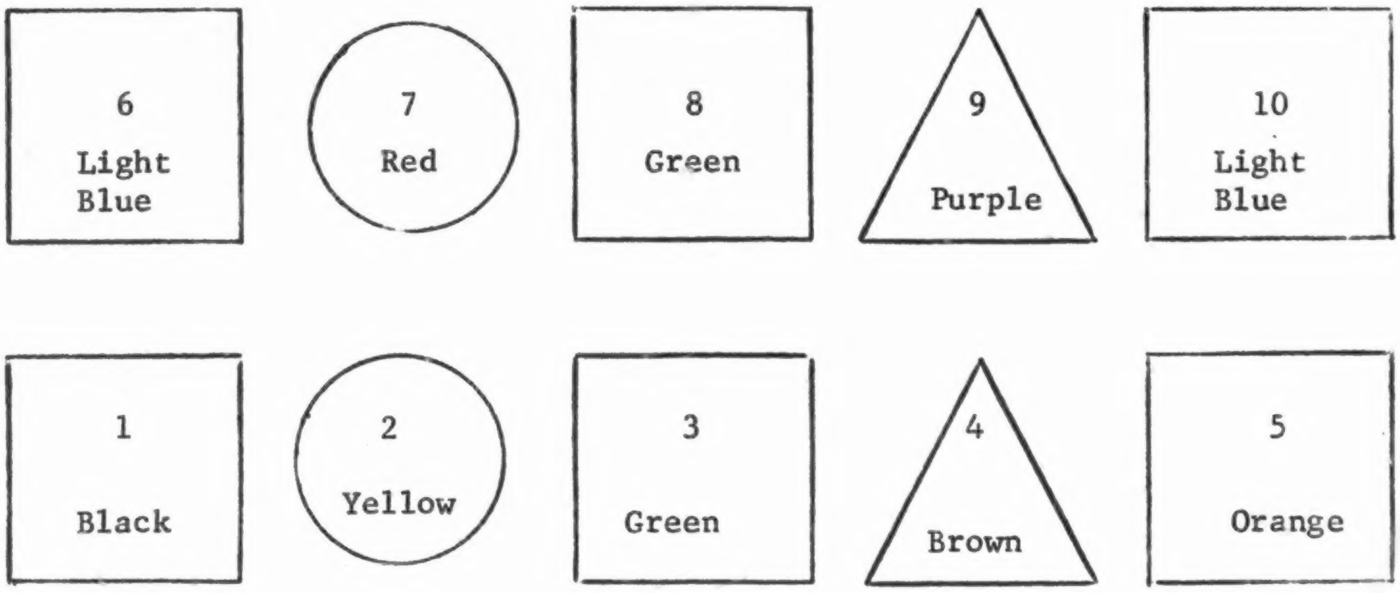
Cut poster board into 1", 2", 3", 4", 5", and 6" squares on the paper cutter. Cut some of these in half to make triangle shapes. Use a few others to cut the corners off to make circles. Make some into rectangles, strips and very small dots, squares and triangles. Cut some squares and circles in half, thirds, and quarters.

Uses:
practice with shapes
practice with colors
make pictures from shapes



Flash Tabs

For recognition of numerals, shapes, and colors:



1. Expose a set on flannelboard. Have children show numeral that represents:
   a. a set.
   b. one more than number of set.
   c. two more than number of set.
   d. two less than number of set.
   e. all numeral cards for numbers larger.
   f. all numeral cards for numbers smaller.

2. Display a numeral in the series 1 to 10. Have children show the numeral card for the number which comes just before and just after the one represented.

3. Have children read the numerals on cards just as they are arranged.
   a. go to the right starting with red; purple.
   b. go to the left.
   c. go from top to bottom.

4. Name the numerals on the squares, etc. Square at the left, etc.

5. Find the card which is above the yellow one. What color is it? What shape? What is the numeral?

6. Think about the numbers for the two circles. What do you know about these numbers? Which is greater? Less?

7. Find the numeral cards you would use to show how you count by two's, starting with 2; starting with 1; starting with 10 and going backwards.

8. Play a game, "I'm thinking of a number." One child whispers it to the teacher. Other children ask questions. Is it on a square? Etc.

9. Choose one numeral card for each shape. Arrange them in a row starting with the card for the smallest number; the largest number.

10. Make a square with two cards of the same shape. What shape did you use? What are the numerals?

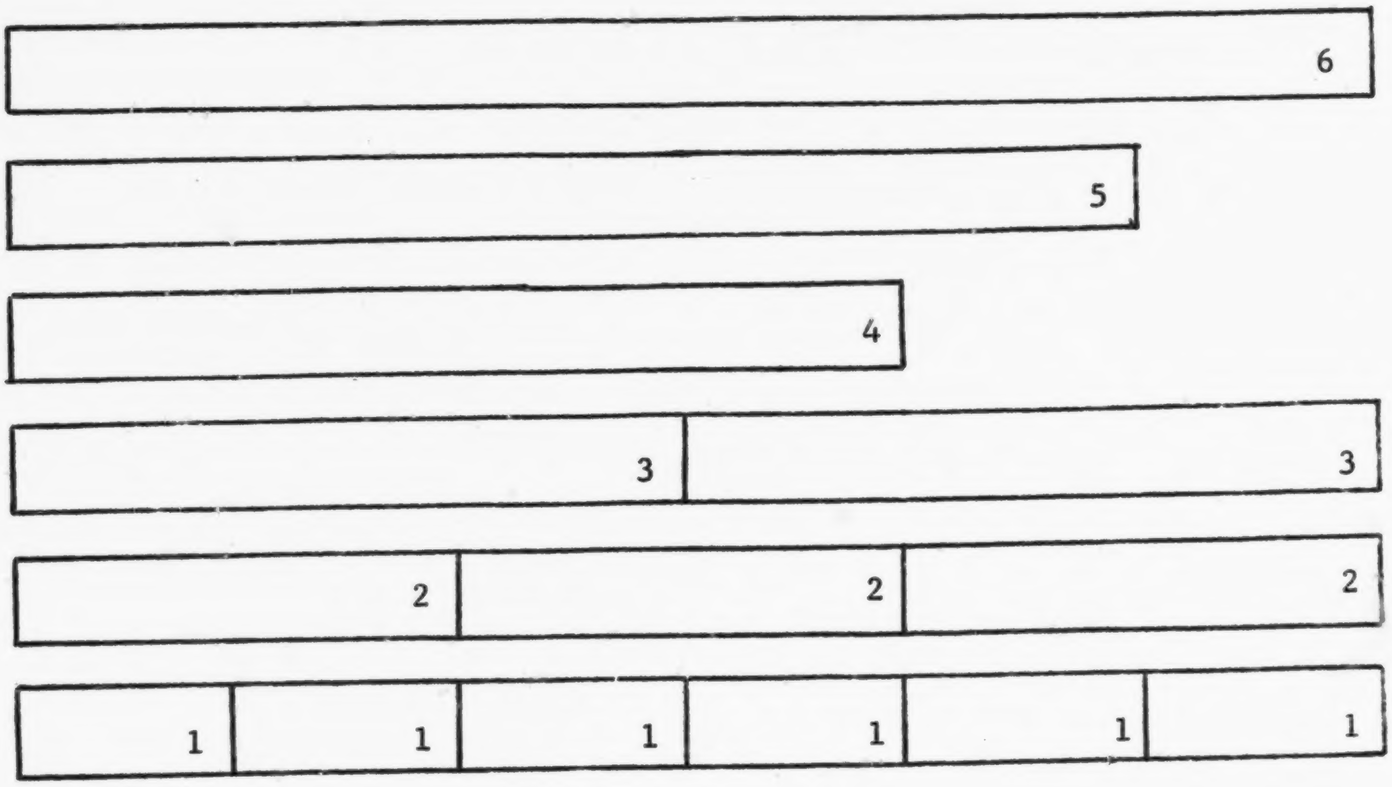
11. Read oral problems to children and have them show the numeral card which represents the number.

12. Develop open number sentences. Record the sentences on chalkboard and have children point to the numeral card for the number which will make the sentence true.

Math Readiness Activity

This is a flannel board activity used in kindergarten classes and found very successful. It is based on the idea of the Cuisinere Rods, and can be adapted to a number of different kinds of activities:

Fourteen pieces of flannel for the board are cut as shown below:



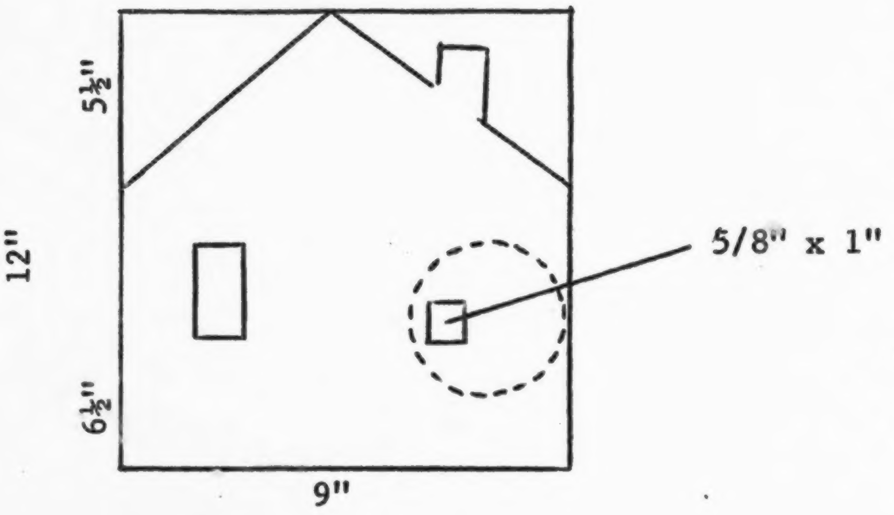
Then each piece is labeled with numbers from one to six as illustrated. Each set of pieces of the same size should be of the same color (for example: all the "ones" could be green).

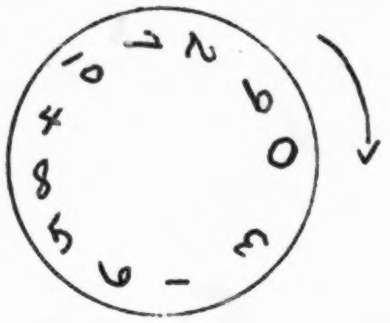
By comparing groups and single cards, the children can begin to develop an understanding of the relationships between the numbers--from very simple ideas such as how many "ones" it takes to make the same length as the "five," to more complicated things such as finding combinations of small numbers that equal larger ones. (How many different combinations of numbers can you find that are as long--as big--as the six?

Numeral and Set Recognition Games for Kindergarten

1. Children in the House

This is a game which can be played individually or in groups. Equipment includes (1) a double house of construction paper, (2) an attached tagboard dial, and (3) ten pipe cleaners or other objects to count. To construct needed equipment, fold a piece of 12 x 18 construction paper in half (each side 9 x 12). Keep the fold on the left side of the paper and cut the top corners off to resemble a house. Cut open a large window on three sides, leaving the left side still attached. Cut a small window on the right. The windows are cut on the top section of the house. Cut a 3½" tagboard circle for the dial. Arrange numerals from 0-10 in order or mix them up as desired. Attach tagboard dial under the front half of the house with a paper fastener. Staple bottom and roof of house shut. The each child can keep his own pipe cleaners in his house.





CHECK placement of numerals so they will appear correctly in window.

Children follow directions given by teacher or another child and turn dial to numeral and insert correct set of pipe cleaners to represent the set of children in the house. Suggested uses might include:

a. Teacher can put numeral on flannel board or blackboard. Ask children to turn the dial on their house so the same numeral appears through the window and put in the corresponding set of pipe cleaners.

b. Teacher can put a set of (3) pipe cleaners on the flannel board and ask children to turn dial to the numeral.

c. This can be used to teach an "empty set." I have no children in the house. Find the numeral on the dial that represents the set of "no children" in the house.

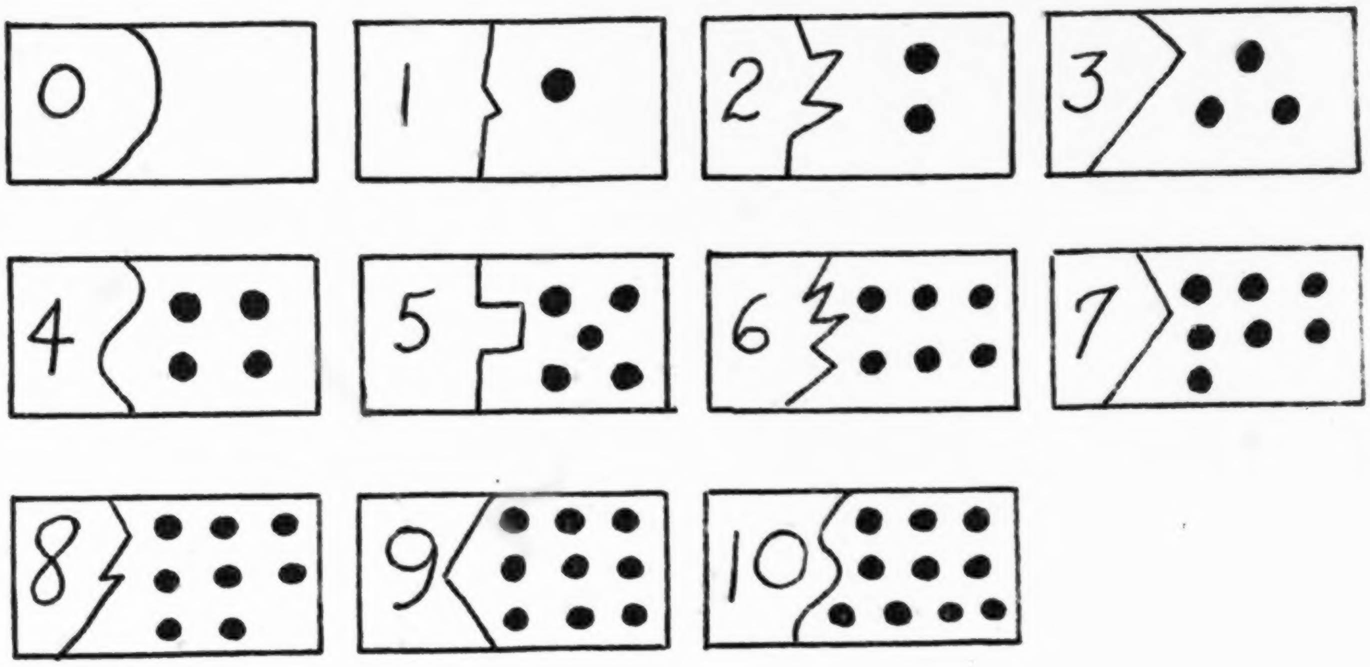
d. Can be used individually--turn the dial and put in set of corresponding pipe cleaners. This game is large enough so the teacher can easily watch if children are doing it correctly.

e. Could be used for addition facts in kindergarten. There are a set of three children in the house--two more come to visit. Show on your dial the numeral that represents the number of children in the set in the house now.

2. Puzzle Game

This is a game to recognize the concept of the numeral and the set of objects it represents. It can be used individually or for group work at the flannel board. Materials consist of 11 tagboard cards, 3 x 6 in size with the numerals from 0-10 and corresponding dots. Cut each card apart in the middle using a different design so only the correct numeral and corresponding number of dots will fit together. Put a piece of velour paper on the back of each part of the card if you want to use this in front of the group. Children can make their own cards for individual work by tracing one half of the teacher's card to get the same design--or they can make their own cards and cut them in half, using their own designs.

The designs look like this:



The fitting together of the puzzle cards is an aid to children who are not sure of how many the numeral represents.

The following games were suggested by the Greater Cleveland manual. Children enjoy them so much that they are worthwhile passing on.

1. Magician's Hat

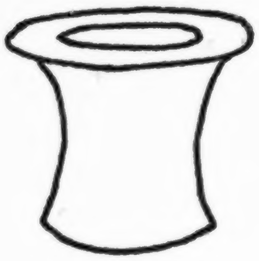
Construct a cardboard magician's hat. Place several cards designed like rabbits with pictures of sets inside the hat. One or more children can draw out the rabbits. Activities can include:

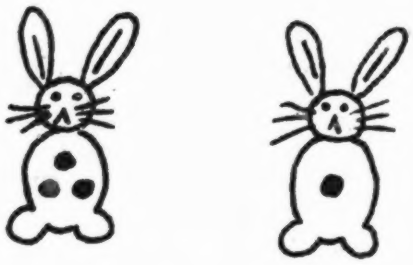
a. Describe the set on your rabbit.

b. If two children are drawing--tell which set is larger than--or less than--the other set.

c. Each child could draw two rabbits--and describe in a mathematical sentence one set of 2 and one set of 3 are equivalent to a set of 5.

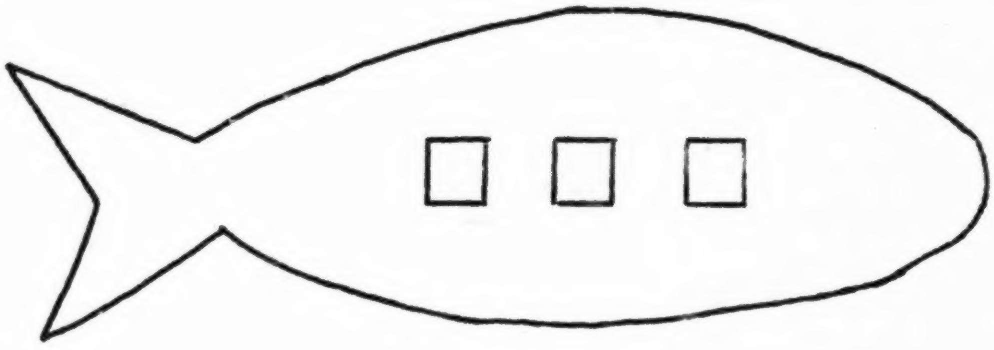
d. Do you see any other sets within the set on your rabbit?





2. Fishing Pond Game

Construct a fish pond of paper. In it, place paper fish on which are drawn sets of objects 0-10 (or as far as your children have gone in recognition of sets). Attach a paper clip to each fish. A magnet attached to the fishing pole will catch the fish. As the child catches the fish, have him tell the numeral represented by the set or place in an appropriately marked container. Other questions can be used as in the magician's hat game.



Number Readiness Ideas

T Game:

On blackboard form a large T, one for each row. At the top, place a single number 1-10. At the left place different numbers in no particular order. Game takes the form of a relay with players (one from each row) at the sound of "Go" turn around to the blackboard and as quickly as possible add the number at the top of the T to those at the left, put the answer opposite it on the right. When the player is finished with his list, he kneels on the floor. The first person finished and correct gains a point for his row. Do this game also for practice in multiplication, subtraction, and division.

Simon Says:

Comes to front of the class and says, "Simon says 1 + 1 = 2" and makes an appropriate gesture with hands. As long as the fact is true, rest of class follows motion of leader. If he makes a motion and the fact is not true, he is automatically out and must take his seat and miss a turn. He then resumes in the game.

Geometric Shapes:

Play a game with shapes: circle, square, rectangle, and triangle on the flannel board. Have a good supply of these shapes in various sizes and colors. Put three or four different shapes on the flannel board and have the children look at them. Then have the children cover their eyes and you remove one shape. See if they can tell which shape was removed and what color it was. Later you may put more than four figures on the board, or remove more than one. This game facilitates fixing the shapes in the children's minds, for they must look closely and memorize each shape on the board before closing their eyes.

Arithmetic Challenge:

The first person of the first row stands next to the desk of the second person of the same row. The teacher holds up an arithmetic flash card of some type. The first person to call out the answer goes on to stand next to the desk of a third person in the row. If the person standing was first, he merely moves back. If the person sitting was first, he gets up and becomes the challenger, while the first challenger sits in his seat. This may continue on to include everyone in the room.